

## DOCUMENT RESUME

ED 206 432

RC 012 824

AUTHOR Fowler, C. F.; Peters, J. E.  
TITLE P.C.A.P. Project Profiles. Queensland Priority Country Area Program--Evaluation Series.  
INSTITUTION Priority Country Area Program Office, Brisbane (Australia).  
SPONS AGENCY Australian Schools Commission, Canberra.  
PUB DATE Dec 80  
NOTE 65p.: For related documents, see RC 012 821-823 and ED 184 760-762.

EDRS PRICE MF01/PC03 Plus Postage.  
DESCRIPTORS Audiovisual Aids; Career Counseling; Correspondence Study; \*Cultural Enrichment; \*Educational Opportunities; Educational Television; Elementary Secondary Education; Foreign Countries; Gifted; Home Economics Education; Itinerant Teachers; Library Services; \*Mobile Educational Services; \*Outreach Programs; \*Program Descriptions; Remedial Instruction; \*Rural Education; Special Education; Summer Schools; Teacher Aides  
IDENTIFIERS \*Australia (Queensland)

## ABSTRACT

Thirty-two projects designed to improve educational opportunities of rural Queensland children were funded as part of the Disadvantaged Schools Program in 1979 and 1980. This program resulted from a 1977-79 Schools Commission report which suggested that students in country areas may be disadvantaged compared to urban dwellers, with respect to variety of available experiences and opportunities. The \$1 million a year program with a full-time staff of over 40 funded such projects as: (1) itinerant teacher service; (2) mobile manual arts; (3) specially produced television programs; (4) mobile classrooms; (5) isolated children's special education; (6) mobile field study; (7) instrumental music programs; (8) remedial/resource services; (9) specialist recreation support; (10) opportunities for exceptional children; (11) cultural activities; (12) career information; (13) mini-buses and subsidized coaches; (14) audiovisual maintenance; (15) regional newspaper development; (16) teacher aides; (17) summer schools; (18) updating school libraries; (19) regional home economics and music centres; (20) speech therapy services; (21) outback mobile teaching services; (22) hydroponics; (23) video recording/library services; (24) resource kits; (25) manual arts by correspondence; and (26) vocational reference centres. Profiles for each project list project title, location, contact address, budget, type of project, personnel, purpose, background, operations, evaluation, and comments. (AW)

\*\*\*\*\*  
\* Reproductions supplied by EDRS are the best that can be made \*  
\* from the original document. \*  
\*\*\*\*\*

ED 206432



QUEENSLAND PRIORITY  
COUNTRY AREA PROGRAM

- EVALUATION SERIES



"PERMISSION TO REPRODUCE THIS  
MATERIAL HAS BEEN GRANTED BY

C. F. Fowler

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)."

P.C.A.P.  
PROJECT  
PROFILES

U.S. DEPARTMENT OF EDUCATION  
NATIONAL INSTITUTE OF EDUCATION  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it.
- ☒ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Fowler, C. F.; Peters, J. E.

This is a complete set of the various Project Profiles produced during 1979 and 1980 to describe the full range of initiatives introduced by the Priority Country Area Program up to the end of 1980. A list of these 32 Profiles is provided overleaf. It is the present intention that further profiles will be prepared and existing profiles revised and reissued as this becomes appropriate.

It is hoped that these profiles will supply useful information to people interested in the initiatives sponsored by the Priority Country Area Program. All comments and enquiries will be welcome and you are invited to forward correspondence either to the Evaluation Co-ordinator at the address which appears below or to the contact officer shown on the particular profile.

QUEENSLAND PRIORITY COUNTRY AREA PROGRAM,  
G.P.O. Box 1605  
BRISBANE. Q. 4001

RC 012 824

## CONTENTS

### PROJECT PROFILE:

- No. 1 ITINERANT TEACHER SERVICE: PRIMARY COMPONENT
- No. 2 MOBILE MANUAL ARTS
- No. 3 COUNTRY VIDEO SCHEME/ROCTAPUS
- No. 4 MOBILE CLASSROOM
- No. 5 ISOLATED CHILDREN'S SPECIAL EDUCATION UNIT: PCAP COMPONENT
- No. 6 MOBILE FIELD STUDY UNIT
- No. 7 ITINERANT TEACHER SERVICE: SECONDARY COMPONENT
- No. 8 INSTRUMENTAL MUSIC PROGRAM UNIT
- No. 9 REMEDIAL/RESOURCE SERVICE
- No. 10 SPECIALIST SUPPORT SERVICE: RECREATION COMPONENT
- No. 11 EXCEPTIONAL CHILDREN
- No. 12 CULTURAL ACTIVITIES (1) – VISITS AND TOURS
- No. 13 CULTURAL ACTIVITIES (2) – COMMUNITY PROJECTS
- No. 14 QUEENSLAND CAREER INFORMATION INDEX
- No. 15 PROVISION OF MINI-BUSES
- No. 16 SUBSIDISED COACH
- No. 17 TECHNICAL MAINTENANCE OFFICERS
- No. 18 ITINERANT SECONDARY REMEDIAL RESOURCE TEACHER
- No. 19 REGIONAL NEWSPAPER
- No. 20 CUNNAMULLA TEACHER AIDES
- No. 21 SUMMER SCHOOLS
- No. 22 UPDATING SCHOOL LIBRARIES
- No. 23 REGIONAL HOME CENTRE – ROMA
- No. 24 REGIONAL MUSIC CENTRE – ROMA
- No. 25 SPEECH THERAPY SERVICE (CENTRAL REGION)
- No. 26 OUTBACK MOBILE TEACHING SERVICE
- No. 27 HYDROPONICS
- No. 28 VIDEO RECORDING/LIBRARY SERVICE
- No. 29 RESOURCE KITS
- No. 30 CLARKE CREEK REMEDIAL RESOURCE PROJECT
- No. 31 MANUAL ARTS BY CORRESPONDENCE
- No. 32 VOCATIONAL REFERENCE CENTRES



## P.C.A.P. PROJECT PROFILES

### INTRODUCING THE QUEENSLAND PRIORITY COUNTRY AREA PROGRAM

In its 1977-79 report the Schools Commission suggested 'that students in country areas may be disadvantaged compared to urban dwellers because of additional factors in the variety of experiences and opportunities available to such students'. As a consequence of this concern for the problems of country children the Commission added a new element to the Disadvantaged Schools Program for 1977, sub-titled 'Disadvantaged Country Areas'. The funding thus made available was intended to finance the piloting of schemes designed to improve the opportunities of children in such areas. From the information collected about the schemes initiated in each State, it is hoped that strategies for improving the educational services available in all country areas will be devised.

In Queensland, the term Priority Country Area is used to describe those country areas identified on the basis of guidelines supplied by the Schools Commission and approved by the Commonwealth Minister for Education on the recommendation of the State Minister for Education. To date, three such areas have been declared - one in the south-west of Queensland, one in the north-west and one in central Queensland. These are shown on the map provided.

In 1977, a committee representing State and non-State educational interests was formed by the State Minister for Education to administer the Priority Country Area Program in Queensland. This program, which is currently funded to the extent of approximately \$1 million a year by the Schools Commission, is presently responsible for over thirty separate projects and employs more than forty full-time staff. In 1980 with the declaration of the North West Priority Country Area, PCAP Committee structure was reorganised to provide for a smaller State Management Committee and larger Regional Committees in each of the Priority Areas. For further details of the overall program, reference should be made to the annual reports obtainable from the General Secretary, Priority Country Area Program Office, GPO Box 1605, Brisbane, 4001.

Towards the end of 1977 an Evaluation Committee was appointed to assist the Priority Country Area Program Committee in making recommendations about projects to the State Minister for Education. To assist the Committee in its task of evaluating the various initiatives undertaken, a full-time evaluation co-ordinator was appointed in November 1978.

The Committee has formulated criteria for determining evaluation priorities and the nature of the evaluation to be undertaken. Currently being produced are a series of formal evaluation reports and a series of Project Profiles, such as those supplied herewith, which provide overview information on projects.

REVISED DECEMBER 1980





# PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 1

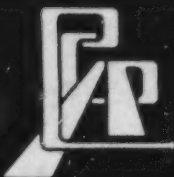
Revised — December 1980

**Project Title:** Itinerant Teacher Service — Primary Component  
**Location:** South-West Priority Country Area  
**Contact:** Regional Co-Ordinator, Priority Country Area Program, P O Box 47, Charleville, Q 4470.  
Tel.: Charleville 827  
**Budget:** 1979/80, \$125 000  
**Type of Project:** Piloting a service to assist with education by correspondence.  
**Personnel:** Six registered primary teachers

## DESCRIPTION

- Purpose:**
- To assist home supervisors with the education of primary school children on correspondence education. It is intended to supplement the efforts of the Primary Correspondence School and the School of the Air.
- Background:**
- The service commenced in July 1977 with a team of two Charleville-based teachers, seconded from the Department of Education. Staffing was increased to six in June 1978, with three teams operating out of Charleville, Cunnamulla and St George.
  - In common with all PCAP itinerant staff, the teachers are normally employed in the first instance on temporary conditions of service. To overcome the problem of continuity, the Department of Education now offers to itinerant staff the possibility of permanent employment in the State teaching service after one years service.
  - Each team is supplied with an air-conditioned station wagon, fitted with a transceiver radio for emergencies, and a basic kit of educational materials.
  - The cost of the present level of service is approximately \$40 000 per team, per annum.
  - Primary correspondence enrolments in the South-West Area (320 000 km<sup>2</sup>) during 1977 and 1978 were 214 and 238 students respectively.
  - Enrolments decreased to 161 during 1980, largely as a result of depopulation due to drought conditions.
- Operations:**
- Principal components of the service have been home visits and activity days in all areas and mini-schools in the Charleville area.
  - Home visits provide opportunities for individual help with correspondence courses, activity days are aimed principally at group socialisation and enrichment, and mini-schools bring students together for four or five days of group learning experience.
  - During home visits and mini-schools, teacher/student ratios average 1:1 and 1:6 respectively, and teacher weekly contact time averages 24 and 27 hours respectively. In addition, home visits entail an average of 18 hours weekly travelling time, and mini-schools involve many hours of extra-curricular and supervisory duties.
  - Written reports on students are supplied to the Primary Correspondence School and copied to the School of the Air.

- Evaluation:**
- A preliminary evaluation report was completed in February 1979 (PCAP Evaluation Series: Report Number 1) and some case studies of home visits and mini-schools have been undertaken. These form the basis of the following comments.
- Comment:**
- The staff of the Primary Correspondence School have expressed appreciation of the detailed written reports on students supplied after home visits and hope to develop an even closer liaison with the itinerant teachers.
  - The itinerants rate their duties as demanding, but job satisfaction in general is high.
  - The high rate of staff turnover in the first two years of operations appears to have been attributable mainly to the temporary conditions of employment. Other contributing factors may have been the remoteness of postings and the demanding nature of the duties.
  - The possibility of permanent employment in the State teaching service, after one year as an itinerant, appears to have been effective in reducing the problem of continuity.
  - Experience to date suggests that, on present staffing ratios, the maximum annual service per student would be two home visits (totalling 9 hours contact) and one mini-school (27 hours formal contact), plus two or more activity days, depending on the extent of parental initiative. Unpredictables such as staff resignations, bad weather and sickness could reduce this, for example, in 1978 bad weather, and possibly inexperience, reduced the number of days on itinerary to 55 per cent of the total number worked.
  - During home visits, itinerant teachers are able to provide useful though limited help with correspondence lessons to both home supervisors and pupils. There appears to be a good case for relating the frequency of visits to the perceived needs of correspondence families.
  - The major constraints are related to distance, dirt roads, unpredictable weather, and the level of staff turnover. Field staff consider station wagons preferable to sedans for increased carrying capacity.
  - With only minor exceptions, all reactions to the service so far encountered have been extremely favourable.



# PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 2

Revised — December 1980

**Project Title:** Mobile Manual Arts Unit  
**Location:** South-West Priority Country Area  
**Contact:** Regional Co-Ordinator, Priority Country Area Program, P O Box 47, Charleville, Q 4470. Tel.: Charleville 827; or Manual Arts Inspector, Education Department, P O Box 33, North Quay, Q 4000. Tel.: 224 7187  
**Budget:** 1979/80, \$13 000 (see below)  
**Type of Project:** Developing mobile equipment and piloting a service for rural schools and correspondence students.  
**Personnel:** Three registered manual arts teachers on a rotational basis

## DESCRIPTION

- Purpose:**
- To provide manual arts instruction suitable for country children attending schools which lack appropriate manual arts facilities and also for those on correspondence education.
- Background:**
- Operating primarily in the South-West Priority Country area (320 000 km<sup>2</sup>), the unit endeavours to cater for some 2500 students in Year 6 and above, attending 38 State and independent schools, plus 75 School of the Air students (1978 figures).
  - It is the intention of the service to give first priority to schools attended by secondary school age students (local or correspondence enrolments) where a full range of manual arts facilities is not available.
  - A second priority is to provide an enrichment program for primary age pupils in remote schools.
  - The unit consists of two fully equipped mobile workshops (one metalwork and one woodwork) which can be joined with a demountable annexe. Separate welding facilities are incorporated into one of the prime movers. The woodwork van incorporates emergency accommodation for unit staff.
  - The initial capital cost of establishing the unit has been in the region of \$200 000.
  - Although the project was approved during 1977, problems of design and construction delayed the first field trial of the unit until November 1978.
  - The budget figure shown above is exclusive of the salaries and allowances of the three teachers (over \$60 000 per annum at current rates).
- Operations:**
- The unit was trialled at Tambo State School in November 1978 with a four week course offering daily lessons to all 52 students in Years 6 to 10. Course components included woodwork, metalwork, plastics and technical drawing.
  - The facilities successfully accommodated the planned numbers of students, that is up to a total of 24, with eight in each workshop and a similar number for technical drawing in the annexe.

- Schools in PCAP areas have been issued with a range of manual arts booklets and audio-visual materials, specially prepared at the Secondary Correspondence School, so that students can receive some introductory lessons before the arrival of the unit.
- During 1980 a general pattern of operations was developed with the unit spending 2 to 3 weeks at primary schools with secondary departments (or with an enrolment of secondary correspondence pupils) and 1 to 2 weeks at other primary schools.
- Where demand warranted, adult evening classes were provided.
- Through co-operation with the Department of Education a pool of manual arts teachers is made available for the staffing of the unit.
- On a rotational basis, three teachers from this pool staff the unit, spending a maximum of seven weeks in the field at one time.
- During visits to schools, unit staff have also been able to assist with maintenance and repair of school equipment.
- During the first full year of operations (1980), the unit serviced some 750 pupils, 18 schools and over 100 adults.

**Evaluation:** • Evaluation of the unit's operations commenced during the trial visit to Tambo and has continued through analysis of questionnaire feedback from schools.

**Comment:** • All feedback to date suggests that visits from the unit have been very well received by pupils, teachers and members of local communities.

- The supporting booklets and audio-visual materials produced at the Secondary Correspondence School were judged useful and effective by both school and unit staff.
- Modifications to normal school timetabling during visits enable pupils to receive daily sessions of instruction.
- Unit staff judge that annual visits to schools with secondary pupils would be adequate to meet their needs for basic manual arts instruction.
- Modifications have been made to overcome air-conditioning, towing and suspension problems encountered during early trials.
- Through its visible impact and practical value the unit has proved an impressive addition to the range of PCAP initiatives in the South-West, although some concern has been expressed about the level of operating costs.



# PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 3

Revised — December 1980

**Project Title:** Country Video Scheme/Roctapus  
**Location:** South-West, Central and North-West Priority Country Areas  
**Contact:** The Supervisor, Production Services, Department of Education, Nathan Avenue, Ashgrove, Q 4060. Tel.: 38 5921  
**Budget:** 1979/80, \$165 000  
**Type of Project:** Piloting a service to provide country schools with specially produced television programs.  
**Personnel:** Two registered teachers, one journalist, one cameraman, one editor, one sound recordist, one production assistant, one hostess/compere (part-time)

## DESCRIPTION

- Purpose:**
- To provide schools in Priority Country Areas with specially produced video television programs containing segments of immediate interest to country children.
  - To widen the horizons of children who through isolation are limited in the kind of contact available to children in larger centres.
  - To design and produce programs of interest to a range of age levels in such a way that teachers can structure educational activities around particular segments.
- Background:**
- Roctapus programs are supplied to over 100 schools in the PCAP areas and have a potential audience of some 14 000 students.
  - As part of the project all schools in the Priority Areas outside normal television transmission have been supplied with video-cassette recorders and monitors. A maintenance service, separately funded by PCAP, keeps such equipment and other AV equipment in schools in working order (see Project Profile Number 17).
  - In addition to Roctapus, schools not previously receiving ABC educational programs are now receiving such programs through the State funded Remote Schools Video Program.
  - Capital cost of establishing the project was approximately \$290 000. This amount included an expenditure of \$127 000 on production equipment and \$163 000 on equipment for schools. The production equipment is also used to provide a range of other television programs for schools.
  - Roctapus was first screened in schools in March 1978 and during that year 16 episodes were produced at the Education Department's Film Centre, Ashgrove.
  - The budget figure shown above does not include teachers' salaries.
- Operations:**
- Roctapus is a closed circuit television program covering a wide range of magazine-style topics, as indicated by its full title: 'Really Outstanding Colour Television About Practically Unlimited Subjects'.

- Individual programs, usually of about 30 minutes duration, are composed of a number of segments averaging some four to six minutes in length, linked by a compere.
- The program deals with the 'unwritten curriculum'; that area of student activity outside the normal range of school subjects. Ten content categories are used to maintain an appropriate balance of story segments.
- The program is aimed at the 10 to 16 years age group, ranging from middle primary to lower secondary years. Occasional 'specials' are provided for children outside this age range and a series entitled 'Here I Am' for lower primary children has been produced.
- Stories in Roctapus programs are based on ideas suggested by the schools and communities that form the Roctapus audience. Considerable emphasis is placed upon maintaining two-way communication between the Roctapus team and this audience.
- The program is distributed fortnightly on video cassettes which may be retained by schools until the end of the year, thus allowing maximum flexibility of use.
- Individual episodes from previous series may be borrowed from the Film Centre. A program cataloguing details of each story has been supplied to PCAP schools.
- For teachers the program offers enrichment-type resource material; for communities it is a source of information about people, places and events, not otherwise readily available.
- In November 1978 Roctapus received a Commendation at the annual Penguin Awards arranged by the Television Society of Australia.
- In an effort to contain costs, a revised style of program planning and production, with an appropriate reduction of staffing level, is to be trialled during 1981.

**Evaluation:** • An ongoing evaluation study has been undertaken which forms the basis of the comments below. Preliminary findings were published in Report Number 3 of the PCAP Evaluation Series.

**Comment:** • The reaction of students to Roctapus seems to have been almost entirely favourable and the vast majority appears to find the program both interesting and enjoyable.

• The reaction of teachers has also been extremely positive, with very few exceptions, although more so in primary than secondary schools. The emphasis on subject-based curriculum in the latter schools may help explain this difference.

• Teachers judge the Roctapus programs as valuable for enriching the experience of isolated children and providing stimulus material for classroom instruction.

• Favourable comments have been received regarding the high quality of the tapes and their production. It is envisaged that teacher feedback concerning program content will contribute to the design of future programs.



# PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 4

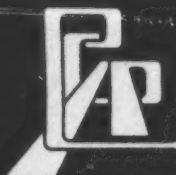
Revised — December 1980

**Project Title:** Mobile Classroom  
**Location:** Central Priority Country Area (150 000 km<sup>2</sup>)  
**Contact:** Regional Co-Ordinator, Priority Country Area Program, P O Box 524, Rockhampton, Q 4700.  
Tel.: (079) 272 889  
**Budget:** 1979/80, \$30 000  
**Type of Project:** Developing mobile equipment and piloting a service to assist with correspondence education.  
**Personnel:** Two registered teachers

## DESCRIPTION

- Purpose:**
- To provide children on correspondence education with experience of a normal classroom situation.
  - To reinforce the activities of the Primary Correspondence School.
  - To assist in the identification of learning problems in children on correspondence education.
- Background:**
- The service commenced operations out of Clermont in July 1978, with a staff of two teachers and one unit support officer.
  - On the basis of 1978 experience the staffing was reduced by one teacher for 1979.
  - The unit consists of a large truck, with custom-built body incorporating classroom and storage facilities, plus a residential caravan towed by a four-wheel drive vehicle.
  - The fully equipped built-in classroom facilities can comfortably accommodate 10 pupils and a tent annexe with portable furniture is available for larger groups.
  - The capital cost of approximately \$50 000 was incurred to establish the unit.
- Operations:**
- Six sites (Mt Stuart, Recklaw Park, Pioneer Station, Alpha, Twin Hills, and Mt Douglas) have been identified as giving greatest accessibility to the greatest number of pupils.
  - The planned itinerary provides for three visits a year to each site, thus allowing each student a maximum of 24 days contact time. In practice, unpredictables such as bad weather, staff sickness or mechanical failure may reduce these figures.
  - The classroom works on a series of five-week cycles, two weeks at each of two sites, followed by one week at the Clermont base.
  - Actual school time at each site is normally eight days, since a day at each end is needed for travelling and setting up or dismantling facilities.
  - Present itinerary involves a total of 50 to 60 pupils, with class sizes varying from eight to fifteen.
  - Whilst attending the school the pupils experience the social interaction of a classroom situation and both they and their supervisor receive help with correspondence lessons.
  - Reports on all pupils attending are supplied to the Primary Correspondence and more serious learning difficulties are referred for expert attention as appropriate.

- Evaluation:**
- A detailed evaluation of the service has been completed – the PCAP Evaluation Series: Report Number 4. Published findings form the basis of the following comments.
- Comment:**
- The evaluation report by an external evaluator indicates that the service has been well-received by pupils, parents and communities.
  - Current indications are that the service will benefit approximately 30 per cent of the total number of primary correspondence pupils in the Central Priority Country Area.
  - In accordance with one of the staffing alternatives recommended in the report, the unit has been staffed by a married couple during 1980, and this arrangement will be continued in 1981.
  - In accordance with other recommendations, the caravan towing mechanism has been modified, a more powerful generator supplied and a transceiver has been ordered.
  - An ongoing challenge facing the unit is that of providing the most suitable balance of programmed activities for each group of children.



# PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 5

Revised — December 1980

**Project Title:** Isolated Children's Special Education Unit — PCAP funded component

**Location:** Brisbane

**Contact:** Teacher-in-charge, Isolated Children's Special Education Unit, Department of Education, P O Box 33, North Quay, Q 4000. Tel.: 371 1771

**Budget:** 1979/80, \$66 000

**Type of Project:** Piloting the provision of special resource services for isolated children and remote schools.

**Personnel:** Librarian, library aide, graphic designer, graphic artist, general assistant, part-time teacher

## DESCRIPTION

- Purpose:**
- To develop special programs for slow learners in small schools or on correspondence education.
  - To provide articulation programs for children with specific speech defects.
  - To develop a retrieval system by which educational resources can be more easily utilised by teachers developing programs for slow learners.
- Background:**
- The unit was set up by the Division of Special Education in 1976. Since 1977, PCAP has assisted the unit by funding the employment of additional staff and by purchasing a range of resources.
  - Three of the four PCAP services (see below) supplied through the unit are currently available in both the South-West and Central Priority Country Areas. The Speech Therapy Service was confined mainly to the South-West.
  - The six members of staff are employed on temporary conditions of service at the unit's office at Spring Hill.
  - During 1979, a speech therapist and a speech therapy aide were also employed.
- Operations:**
- The three PCAP services presently offered through the unit are:
    - (a) a reference service;
    - (b) a tutor training service; and
    - (c) a program development service for teachers in small schools with slower learning children.
  - In addition a speech therapy service was available to selected pupils in the South-West area in 1978 and 1979.
  - The Reference Service is an information retrieval system designed to help teachers of children with educational handicaps. Anyone requiring information regarding materials, books or teaching techniques can write to the PCAP Librarian at the unit.

- The PCAP speech therapist toured the country areas to supply a service to children with speech problems. Where appropriate, she provided individual programs for children with more serious difficulties and articulation programs for children in need of speech correction. Because of the number of referrals during 1978 her services had to be offered on a more selective basis during 1979.
- The service to the South-West was discontinued when the therapist resigned towards the end of 1979. Her work in the development of materials has been continued by the Departmental Therapists with whom she was collaborating. These materials have also proved of value to the PCAP therapist trialling a new service in the Central Priority Country Area (see Project Profile Number 25).
- A number of Tutor Training Kits are now available to parents and teachers of children in the Priority Country Areas who are having difficulty in learning reading, writing or spelling or in understanding mathematics.
- An extensive range of materials is being produced to help teachers in small schools in the priority country areas who have in their classes developmentally slower learning children.

**Evaluation:** " Although no formal evaluation of these services has been completed, informal feedback has been received from project staff and administrators, and studies of the Speech Therapy Service and the Tutor Training Kits have been commenced.

**Comment:**

- There is a growing demand for Tutor Training Kits and resource materials from individuals and institutions, both within and outside the Priority Country Areas. Preliminary feedback from the field trial suggests that Tutor Training Kit materials have been well received by teachers and home supervisors.
- The Information Retrieval System is now operational, a thesaurus has been prepared and details have been circulated to schools. The service has already proved of value in locating information for PCAP staff and committees.
- Indications are that the service to small schools has been well received by teachers.
- The Speech Therapist screened over 200 pupils referred to her by teachers in the south-west, provided direct assistance in more than 100 cases and designed a range of useful articulation materials. Major constraints were related to distance, lack of face to face contact, breakdowns in communication, difficulty of maintaining motivation, and a staffing ratio of one therapist for some 5000 school age pupils.



# PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 6

Revised - December 1980

**Project Title:** Mobile Field Study Unit  
**Location:** Roma, South-West Priority Country Area  
**Contact:** Regional Co-Ordinator, P O Box 47, Charleville,  
Q 4470. Tel.: Charleville 827; or Agricultural  
Projects Organiser, Department of Education,  
P O Box 33, North Quay, Q 4000. Tel.: 224 7920  
**Budget:** 1979/80, \$84 000  
**Type of Project:** Developing a mobile unit and piloting a service in  
environmental education for rural schools.  
**Personnel:** Three registered teachers and 1 unit support officer

## DESCRIPTION

- Purpose:**
- To assist teachers in pre-school, primary and secondary schools to use their local areas as part of their programs in environmental education.
  - To assist students to develop attitudes of positive concern for environmental quality, wise resource usage and an understanding of the natural, modified and built environments.
- Background:**
- Operating primarily in the South-West Priority Country Area (320 000 km<sup>2</sup>), the unit endeavours to provide a service to some 42 State and non-State schools, with a total enrolment exceeding 5000 students.
  - The unit is equipped with two four-wheel drive vehicles, a caravan and a trailer. It also has a full range of camping and scientific equipment.
  - The capital cost of approximately \$35 000 was incurred to establish the unit.
  - The unit commenced operations in the South-West Priority Country Area in September 1977, with four teachers and a unit support officer.
  - The budget figure shown above includes the salaries of the two teachers employed on temporary conditions of service and the unit support officer.
- Operations:**
- During 1979, the unit organised 15 day trips and 22 camps for over 1000 pupils and 56 teachers from 31 schools, including two schools from the Central Priority Country Area and one from New South Wales.
  - During 1979, 67 per cent of South-West schools participated in the program.
  - In addition to students attending schools, some 12 correspondence students participated in the overnight camps.
  - The activities offered have ranged from ecological and astronomical studies to abseiling and orienteering.

- Visits were usually of two or three days duration, involving a combination of day trips and overnight camps. An additional day at each end of a visit was allowed for travel and setting-up and dismantling facilities.
- Pre-visits, during the preceding week, were usually made to each school by members of the team to finalise arrangements.
- Over the year, the unit averaged three weeks in the field for each week at base.
- The unit has also assisted with music camps organised as part of the PCAP Instrumental Music Teaching Program (see Project Profile Number 8).
- To reduce travelling time, the unit was based for successive school terms in 1980 in Roma, St George and Charleville. This arrangement will also apply in 1981.

**Evaluation:** • The collection of information for an evaluation study has commenced and the following comments are based on field reports, administrator's comments, taped interviews with field staff, and an analysis of PCAP documentation.

**Comments:** • Feedback to date suggests that, with few exceptions, the service offered by the unit has been well-received by pupils, teachers and the community.

• On the 1979 pattern of operations each school could have expected to participate for two or three days once every 18 months.

• In an attempt to structure greater involvement of visiting teachers in the unit's program, it is proposed to trial a staff of two teachers and one unit support officer for 1981.



# PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 7

Revised — December 1980

**Project Title:** Itinerant Teacher Service — Secondary Component  
**Location:** Charleville, South-West Priority Country Area  
**Contact:** Regional Co-Ordinator, P O Box 47, Charleville, Q  
4700. Tel.: Charleville 827  
**Budget:** 1979/80, \$8000  
**Type of Project:** Piloting a service to assist with education by  
correspondence.  
**Personnel:** One registered secondary teacher

## DESCRIPTION

- Purpose:**
- To assist home supervisors with the education of children on Secondary Correspondence Education.
  - To assist teachers in small schools which either retain a Year 8 class or have children on secondary correspondence attending them.
- Background:**
- The secondary component of the itinerant teacher service dates from August 1977.
  - Apart from a short period at the beginning, the staff consisted of one secondary teacher, specialising in the maths/science area.
  - The budget figure did not include the salary of the teacher.
  - Operating out of Charleville, the teacher provided a service throughout the South-West Priority Country Area (320 000 km<sup>2</sup>) to both adult and school age students enrolled with the Secondary Correspondence School.
  - During 1978, enrolments for the first six months averaged 75 students, and for the second six months sixty.
  - The secondary itinerant shared available PCAP transport with other Charleville-based staff.
- Operations:**
- Principal components of the service were home visits to help individual students and their supervisors and school visits to help students and non-specialist or inexperienced teachers.
  - Each student was, on average, contacted six times during 1978, mainly through visits although the telephone was also used.
  - Help rendered to students included assistance with enrolments, explanation of correspondence lessons, teaching of course content, provision of practical work and demonstrations, and providing a personal link between student and correspondence teacher.
  - The help rendered to home supervisors and teachers was largely of an advisory and supportive nature.
  - The itinerant teacher regularly visited the Secondary Correspondence School to provide oral reports on students and their home environment as well as critical feedback on correspondence materials.
  - For a combination of reasons, including staffing problems and budget priorities, the service lapsed at the beginning of 1980.

- Evaluation:**
- A brief evaluation report was compiled in April 1979 and forms the main basis of the comments below.
- Comment:**
- Survey results suggested that most students found the service 'usually helpful' or 'very helpful' and would have liked more frequent visits. The preferred frequency was one visit every four weeks, instead of one every eight weeks as provided.
  - Survey results also indicate that home supervisors welcomed visits from the itinerant teacher.
  - Staff of the Secondary Correspondence School valued the service and an improved student retention rate had been noted.
  - In an average week during 1978, the secondary itinerant travelled 850 km and was on duty at least 40 hours. Duties were seen as demanding, but job satisfaction appeared high.
  - The level of availability of PCAP transport during 1978 and 1979 necessitated extensive use of the itinerant teacher's private vehicle.
  - The major constraints were related to long distances, bad roads and unpredictable weather.
  - Although all feedback suggested that the service was very well received, no strong pressures for its reinstatement have been apparent.



# PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 8

Revised - December 1980

**Project Title:** Instrumental Music Program Unit  
**Location:** Roma, South-West Priority Country Area  
**Contact:** Teacher-in-charge, Regional Music Centre,  
174 McDowall Street, Roma Q 4455. Tel.:  
(074) 221 470  
**Budget:** 1979/80, \$62 000  
**Type of Project:** Trialling an airborne music teaching service  
for country schools.  
**Personnel:** Five teachers and one teacher aide

## DESCRIPTION

- Purpose:** • To provide instrumental music instruction to children in the South-West Priority Country Area.
- Background:** • Service commenced in September 1977, with one teacher operating out of Roma.  
• During 1978 the teacher was assisted by two part-time instructors and a further increase for 1979 produced the present staffing level shown above.  
• The budget figure includes the cost of music and musical instruments, hire of light aircraft and the salaries of staff employed on temporary conditions of service.
- Operations:** • The combination of surface transport with the use of a light aircraft, piloted by the original teacher, has made possible the development of an itinerary which provides regular musical instruction for students in the Roma, Injune, Surat, Mitchell, Charleville, Quilpie and Cunnamulla areas.  
• Increased staffing has made it possible to improve on the original fortnightly circuit and each student now receives a weekly lesson.  
• Over 200 students received instruction during 1978 and this figure has increased to nearly 500 for 1980. Demand continues to exceed supply and there is a current waiting list of over 200 students.  
• Nine concert bands, two stage bands and one area band have been formed as well as a number of ensembles.  
• In addition to regular lessons, organised activities have included successful 'wool shed' music camps, tours by visiting bands and musicians, public concerts and performances at public functions.  
• The completion of the Regional Music Centre at Roma (see Project Profile Number 24) during 1979, has provided the unit with a suitable base.
- Evaluation:** • A formal evaluation of the service has been commenced. The following comments are based on PCAP documentation, informal feedback from schools and administrators, and the preliminary findings of the evaluation.
- Comment:** • All feedback received to date suggests that reactions to the initiative by all concerned have been extremely positive.  
• Visiting experts have commented favourably upon the standards achieved.  
• Any attempts to satisfy reported levels of demand would require further expansion of the service.  
• A high level of community involvement and participation in the program has contributed to its success.



# PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 9

Revised - December 1980

**Project Title:** Remedial/Resource Service  
**Location:** South-West Priority Country Area  
**Contact:** Regional Co-Ordinator, Priority Country Area  
Program, P O Box 47, Charleville, Q 4470.  
Tel.: Charleville 827  
**Budget:** 1979/80, \$18 000  
**Type of Project:** Piloting a remedial/resource service for  
isolated children and remote schools.  
**Personnel:** Two registered remedial/resource teachers

## DESCRIPTION

- Purpose:**
- To assist teachers/home supervisors in the detection and remediation of learning difficulties in primary school children.
  - To liaise with the Isolated Children's Special Education Unit through referral of children to that unit, assisting in the implementation of programs developed, and reporting back to the unit on the programs implemented.
- Background:**
- The itinerant service commenced operations out of Charleville in September 1977, with a staff of two remedial/resource teachers.
  - Operating primarily in the South-West Priority Country Area (320 000 km<sup>2</sup>), the two teachers had a potential clientele of over 30 schools, with a total enrolment in excess of 3600 pupils. There were also more than 200 Primary Correspondence School pupils in the area.
  - In April 1978 the team was supplied with its own transport in the form of a specially adapted van, equipped with a range of audio-visual and other resource materials.
  - There was a capital cost of approximately \$22 000 to establish the service.
  - The budget figure shown above is exclusive of teachers' salaries.
- Operations:**
- In addition to diagnosing learning difficulties, the service was intended to provide suitable remedial programs and follow-up visits. It worked in close liaison with the Isolated Children's Special Education Unit in Brisbane.
  - During third term 1977 the team visited 24 schools and tested 180 children, an experience suggesting a maximum of only two visits per school per annum if the service were extended to all schools in the area.
  - To provide the continuity of monthly visits, the service was restricted to some 20 schools during 1978, with 11 schools receiving visits in the first part of the year and nine in the second.
  - Staff change resulted in a revised approach for 1979, with one teacher operating out of St George and the other out of Charleville. The St George-based teacher had the use of the van and continued to offer, to schools in that area, the type of service provided during 1978. The Charleville-based teacher, because of the expertise gained from his experience in opportunity schools, worked in conjunction with the Isolated Children's Special Education Unit to provide special courses for slower learners in a selected group of schools.

- Primary Correspondence School children, identified as in need of remedial help, could sometimes be catered for at the school most convenient to their residence.
- The service was discontinued at the end of 1979, when the return of both teachers to school postings coincided with some increased provision by the Department of Education for remedial teaching in the South-West.

**Evaluation:** • An evaluation of the service was completed during 1979 and the following comments are based largely upon the findings of that study.

**Comment:**

- At the level of staffing provided, an effective service could be offered on a selective basis only.
- Apart from some disappointment at the limitations imposed by the level of staffing, other feedback suggests that the service was always well-received.
- The service was positively evaluated by an external consultant whose report identified individual gains in student performance.
- Since the cessation of this service, PCAP has provided vehicles for the use of the Department of Education remedial services operating out of Longreach and Roma.



# PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 10

Revised — December 1980

**Project Title:** Specialist Support Service — Recreation Component  
**Location:** Charleville, South-West Priority Country Area  
**Contact:** Regional Co-Ordinator, Priority Country Area Program, P O Box 47, Charleville, Q 4470.  
Tel.: Charleville 827  
**Budget:** 1979/80, \$19 000  
**Type of Project:** Piloting an itinerant service to make professional recreational expertise available in country areas.  
**Personnel:** One qualified recreation officer

## DESCRIPTION

- Purpose:**
- To provide assistance to parents, schools and community groups in matters affecting the recreational needs of country children.
  - To be responsible for the design and implementation of a range of pilot recreational activities in the South-West.
- Background:**
- The service commenced in December 1977, with the appointment of a Charleville-based Recreation Officer, engaged on temporary conditions of employment.
  - The Recreation Officer shared transport, office and storage facilities with other Charleville-based field staff and was supplied with an extensive range of recreational equipment for use in the performance of her duties.
  - Operating in the South-West Priority Country Area (320 000 km<sup>2</sup>), she had a potential clientele of more than 5000 students in some 36 State and independent schools, over 200 correspondence students and a variety of youth and community groups.
- Operations:**
- During 1978, the Recreation Officer travelled extensively throughout the South-West, organising a wide range of physical education and art and craft activities for schools and community groups.
  - Her itinerary was arranged to incorporate day time, evening and weekend activities to allow maximum participation by all sections of the community.
  - In addition, she organised a number of vacation camps and assisted with mini-schools and activity days for correspondence students (see Project Profile Number 1).
  - As well as providing activities in which young people could participate, the program also provided training in recreational organisation for teachers, leaders and parents.
  - All main centres in the South-West Area received initial visits during 1978, but lack of time severely restricted follow-up support.
  - The Recreation Officer restricted her coverage for 1979 — because of her 1978 experience — to four selected centres to allow the degree of follow-up support needed to maintain the initial enthusiasm of participants.
  - Four resource kits, containing a range of equipment recommended by the Recreation Officer, have been obtained and are now based at strategic centres in the South-West for the use of school and community groups (see Project Profile Number 29).

- When the first Recreation Officer resigned, towards the end of 1979, budget priorities precluded the recruitment of a replacement and the service lapsed.

**Evaluation:**

- No formal evaluation of the recreation service was undertaken. The following comments are based on informal feedback, PCAP documentation, field reports and a taped interview with the Recreation Officer.

**Comment:**

- All indications are that the service was well-received, although initial enthusiasm sometimes waned owing to lack of follow-up support.
- At the level of staffing provided, an effective service could be offered to selected centres only. A second Recreation Officer would have facilitated an adequate service throughout the whole area.
- Major constraints appeared to be related to the level of staffing, the extent of the area and the availability of suitable transport.



# PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 11

May 1980

**Project Title:** Exceptional Children  
**Location:** South-West and Central Priority Country Areas  
**Contact:** General Secretary, Priority Country Area Program,  
G.P.O. Box 1605, Brisbane, Q. 4001.  
**Budget:** 1979/80, \$9000  
**Type of Project:** Piloting various activities to provide opportunities for  
children with special talents.  
**Personnel:** None directly employed but see below.

## DESCRIPTION

- Purpose:** • To improve the opportunities available to talented children living in remote areas.
- Background:** • Although the first activity for talented children took place during 1978, the project received additional emphasis during 1979, to coincide with the International Year of the Child.
- The activities have been aimed at secondary school students, particularly those in the more senior years.
- The activities have involved a high level of input from institutions outside the PCAP areas.
- The budget figure shown above does not include the cost of using the PCAP subsidised coach and Mini-buses (see Project Profiles Nos. 15 & 16) to transport students to the Tallebudgera Camp and to Brisbane State High School.
- Operations:** • The approach has generally involved the partial or complete funding of activities organised at centres outside the PCAP areas. To date, the activities have taken the four principal forms described below.
- In December 1978, the first week-long Enrichment Course in Computer Mathematics took place at Brisbane State High School. It was attended by 9 Year 10 students, of above average mathematical ability, from PCAP schools. The cost of transporting the students to and from Brisbane and certain incidental expenses were met from PCAP funds. Tuition and accommodation were generously contributed by the staff and students of Brisbane State High School. The course was repeated in December 1979, when 16 Year 10 and 6 Year 11 students were able to participate.
- During June 1979, two visits by groups of students from PCAP areas to the Tallebudgera School Camp were funded. The first camp catered for 82 students with special talents in arts and crafts or sport, and the second for 81 students with talents in creative writing, drama or dance. A third Tallebudgera camp has been organised in June 1980 for 75 students talented in physical education and drama.

- In August 1979, PCAP funds were made available for Project MASRA (Motivation for Able Students from Rural Areas) organised by Dr. R. F. Swindell at Mt. Gravatt College of Advanced Education. 27 above average Year 10 students were brought to Brisbane for an intensive 8 day program designed to increase their awareness of the full range of career opportunities available through higher education, particularly in science fields.
- The 1979 Summer School at Rockhampton included a Talented Children's Camp, which provided special courses in computer mathematics, tennis, folk guitar and singing for 16 students from Years 9 and 10 in PCAP schools.

**Evaluation:** • Although no comprehensive study of all the activities has been undertaken, several evaluation reports, incorporating feedback from participants, have been supplied by organisers.

**Comment:** • The computer courses at Brisbane State High School have provided students with 'hands-on' experience and elementary programming skills. The courses have been judged successful by the organisers and worthwhile by students. Experience indicates that the course is well-suited to the above-average students for whom it is intended, but too demanding for the less able.

• MASRA was judged successful by the PCAP Secondary Itinerant Teacher who accompanied the students. The pace did, however, prove somewhat hectic for the younger students in the group.

• The camps for talented children at Rockhampton and Tallebudgera have provided an enjoyable and stimulating educational experience for participating students.



# PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 12

May 1980

**Project Title:** Cultural Activities (1) – Visits and Tours.  
**Location:** South-West and Central Priority Country Areas  
**Contact:** General Secretary, Priority Country Area Program,  
G.P.O. Box 1605, Brisbane, Q. 4001. Telephone 229 6689  
**Budget:** 1979/80, \$45 000. This sum includes funding for initiatives described in Project Profile No. 13, Cultural Activities (2) – Community Projects.  
**Type of Project:** Funding tours and visits by educational, cultural or recreational groups from outside the areas.  
**Personnel:** 1 drama adviser on an occasional basis, plus a wide range of personnel supplied by visiting organisations.

## DESCRIPTION

- Purpose:**
- To involve country children in a range of cultural/education activities not normally available to them.
  - To assist teachers in utilising a range of such activities in their teaching program.
- Background:**
- Each year since 1977, funds have been made available for a wide range of educational, cultural and recreational activities intended to enrich the experience of children in the Priority Country Areas.
  - Because of the number and variety of separate activities funded under this heading, they have been sub-divided to facilitate description. Thus the present profile deals mainly with tours and visits by outside cultural groups, whereas Profile No. 13 deals with the cultural and recreational activities organised within the priority areas.
  - In addition to the employment of a drama adviser on an occasional basis, administrative support has been provided by PCAP staff and staff of the State and Catholic education systems.
- Operations:**
- During 1978, the Drama Adviser organised a number of seminars for teachers in the South-West and prepared policy guidelines to assist the PCAP Committee in making decisions relating to the drama program.
  - Each year since 1977, PCAP has funded tours by a number of drama groups to schools in the South-West and Central Priority Areas. Touring groups have included the Queensland Theatre Company, Popular Theatre Troupe, Theatre in Education, Early Childhood Drama and Argus (Rockhampton Grammar School Drama Group).

- During 1977 and 1978, a number of school bands and orchestras, from Brisbane and the coast, were encouraged to tour the Priority Areas with the help of PCAP funds. In addition to providing a musical experience for country schools, these tours were also intended to motivate those pupils receiving lessons through the Instrumental Music Teacher Service, described in Profile No. 8.
- During 1979, schemes were introduced whereby selected student teachers from the Capricornia and Darling Downs Institutes of Advanced Education were enabled to visit the homes of isolated children on correspondence education. The visits, usually of one weeks duration, were intended to provide an educationally enriching experience for both the student teachers and the families visited. PCAP assisted by meeting the travelling expenses involved.
- Other activities to receive funding under this heading have included annual tours of the South-West by the Children's Activity Group and a number of cultural tours by aboriginal groups, such as the Aborigines Woomera Company.

**Evaluation:**

- No formal evaluation studies have been conducted, but considerable feedback has been received from touring groups, PCAP field staff and participating schools.

**Comment:**

- The tours by school bands and orchestras were of great value in stimulating interest in the early days of the Instrumental Music Teaching Service. Now that a number of bands have been established in the South-West, PCAP is no longer funding tours of this nature to that area.
- Feedback from both students and isolated families indicates that these visits have been judged extremely worthwhile by those most directly involved.
- Tours by the drama, dancing and activity groups continue to be very well received, with only minor exceptions. Appreciation of such visits is particularly marked in the smaller, more isolated schools.



# PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 13

May 1980

**Project Title:** Cultural Activities (2) – Community Projects  
**Location:** South-West Priority Country Area  
**Contact:** General Secretary, Priority Country Area Program,  
P.O. Box 1605, Brisbane, Q. 4001. Telephone:  
229 6689  
**Budget:** 1979/80, \$45 000. This sum includes funding for  
initiatives described in Project Profile No. 12,  
Cultural Activities (1) – Visits and Tours  
**Type of Project:** Funding of cultural and recreation activities in  
country areas.  
**Personnel:** None directly employed, but see below

## DESCRIPTION

- Purpose:** • To involve country children in a range of cultural/education activities not normally available to them.
- Background:** • Each year since 1977, funds have been made available for a wide range of cultural and recreational activities intended to enrich the experience of children in the Priority Country Areas.
- Because of the number and variety of separate activities funded under this heading, they have been subdivided to facilitate description. Thus Profile No. 12 deals with tours and visits by outside cultural groups, whereas this profile describes the cultural and recreational activities organised within the priority areas.
- Although no staff have been directly employed, administrative support has been provided by PCAP personnel and staff of the State and Catholic education systems.
- Operations:** • The approach has generally involved the provision of funding or equipment for local groups attempting to provide cultural or recreational activities for children in the priority areas. Some of the principal projects are described below.
- The Balonne Ballet has been providing dancing lessons for children in the St. George area since 1977. During 1979, over 140 students received regular ballet lessons, 56 attended a vacation school, and 24 passed examinations of the Royal Academy of Dancing. PCAP has helped to make this possible through meeting the cost of fortnightly airfares for a professional instructress from Brisbane. All other expenses are met by the Balonne Ballet Association.
- PCAP funding has enabled the Quilpie and District Advisory Council to provide a range of activities, including sports, stamp collecting, photography, home science, drama and choral singing, for children in the area. Organisation and instruction have been undertaken by volunteers from the Quilpie community.

- By providing the St. George Music Committee with a piano, PCAP has made it possible for over 20 students, including a number of aborigines, to receive regular music lessons. Instruction is provided at nominal rates by a suitably qualified local resident.
  - At the Mitchell and District Youth Centre, boys now box and girls practise gymnastics using equipment supplied by PCAP. Teachers and other community volunteers provide supervision and instruction.
  - Two PCAP supplied kilns have encouraged pottery classes in schools in the Mitchell and Injune areas.
  - With the help of equipment supplied by PCAP, the Augathella Cultural Association has been able to increase the range of art and craft classes available to children in Augathella schools.
  - PCAP has also funded a number of camps and other vacation activities for country children. Examples include the regular vacation schools in craft, drama, music, art, dancing and cooking at Roma and the Bunya Mountains camp, providing environmental and outdoor education for children in the south-west.
- Evaluation:** • No formal evaluation has yet been undertaken, but considerable feedback has been received from local organisations, PCAP personnel, etc.
- Comment:** • All indications suggest that the initiatives described have been very well received in the country areas.
- PCAP funding has clearly assisted in extending the range and variety of cultural and recreational activities available to country children.
  - Through the policy of providing assistance to local groups, community inputs and self-help have been encouraged.



# PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 14

May 1980

**Project Title:** Queensland Career Information Index.  
**Location:** Brisbane.  
**Contact:** Mr. C. McCowan  
C/- Guidance and Special Education,  
Cnr. Grahame and Vulture St.,  
South Brisbane, 4101. Telephone (07)  
44 6851  
**Budget:** 1978 - \$2000  
**Type of Project:** The systematic recording of available career  
information.  
**Personnel:** A graduate assistant for one school term during 1978

## DESCRIPTION

- Purpose:**
- To enable students, teachers and careers advisors particularly in isolated schools locate career information.
- Background:**
- The Queensland Career Information Index (Q.C.I.I.) consists of six booklets: Framework, Resource Material, Catalogue, Audio Visual, Library Catalogue and Library Instruction.
  - Q.C.I.I. was developed in order –
    1. To impose a structure on the large range of materials available concerning careers.
    2. To facilitate the storage and display of careers material in Reference Centres, Reading Rooms, Libraries, Guidance Centres and classrooms.
    3. To enable the location of titles of careers, alphabetically, by interest areas and at appropriate educational levels.
    4. To provide one consistent approach and system in all agencies and personnel concerned with vocational information throughout Queensland.
    5. To relate interstate and overseas material to material specific to the Queensland situation.
- Operation:**
- The contents for the Catalogue booklet were compiled by the employment of a graduate on contract rates at the Career Reference Centre for a period of one school term. During that time he recorded against each career title (previously coded and arranged by Industry Area and by Levels of Entry) all available information.
  - This information was compiled in accordance with nine predetermined categories.
  - Once compiled, this booklet and the other five booklets were printed by the Commonwealth Department of Employment and Youth Affairs.
  - Seminars have been conducted for Guidance officers, Employment officers, Teacher librarians and Teachers in the setting up and usage of the Q.C.I.I. throughout Queensland.

- Over ninety per cent of all State and over sixty per cent of all non-State Secondary Schools have at least one Q.C.I.I. system set up in their school. More than one-half of the schools have more than one system set up.
- Personnel responsible for the production of careers information in Queensland have been pre-coding all prepared material for easy inclusion within the system.
- An update of the Q.C.I.I. booklets will be required in the immediate future.

**Evaluation:**

- No formal evaluation study has yet commenced, or is currently envisaged.

**Comment:**

- Informal feedback indicates that the total career information package, of which the catalogue is an integral component, is proving extremely useful in schools throughout the State.



# PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 15

July 1980

**Project Title:** Provision of Mini-Buses.  
**Location:** South-West and Central Priority Country Areas  
**Contact:** PCAP Regional Co-Ordinators  
– South-West: P.O. Box 47, Charleville, Q. 4470  
– Central: P.O. Box 524, Rockhampton, Q. 4700  
**Budget:** 1979/80, \$34 000  
**Personnel:** Casual drivers on an occasional basis.

## DESCRIPTION

- Purpose:**
- To assist schools, community groups and parents in providing country children with a range of educational/recreational/social activities dependent upon increased mobility.
- Background:**
- Four PCAP-owned mini-buses are based in the Central and South-West Priority Country Areas.
  - The two mini-buses for the South-West were originally supplied in 1977 and the two for Central at the beginning of 1978.
  - After modification to conform with State Transport Regulations, each mini-bus is capable of seating a driver and 18 adults or a driver with two adults and 23 children.
  - Any school or youth group in the Priority Country Areas is eligible to make use of the PCAP mini-buses, with school needs taking priority.
- Operations:**
- The South-West mini-buses are based in Charleville and St George and their use is controlled by PCAP Bus Committees in those centres. Schools and youth groups in other centres are also eligible to use the buses, with the user organisations being responsible for their collection and return.
  - The Central Area mini-buses are nominally based at Alpha and Dingo, where controlling committees have been established, which are assisted by sub-committees at Springsure and Clermont. To equalise opportunities for use, the buses are located for specific periods at a number of different centres, on a rotational basis.
  - User organisations are responsible for supplying a qualified driver and the necessary fuel for journeys, whereas maintenance and other running expenses are met from PCAP funds. PCAP also meets the capital costs of replacing the vehicles every 60 000 kilometres.
  - Records maintained by the bus committees suggest that overall use of the mini-buses is almost equally divided between educational excursions and sporting purposes. Primary schools account for approximately 80 per cent of the total use.
  - In a normal year the mini-buses would be used by some 60–70 per cent of the schools in the two areas and each bus would accomplish some 100 excursions.
  - Excursions using the mini-buses are normally restricted to travel within the Priority Country Areas.
- Evaluation:**
- No formal evaluation report has been prepared, but an informal study was completed in May 1980.

**Comment:**

- The scheme appears to have successfully increased the mobility of a substantial proportion of schools in the priority areas and thus facilitated a range of social, cultural, curricular and sporting activities not previously possible.
- The mini-buses have proved particularly popular with the smaller primary schools, to whose needs they appear well-suited.
- The existence of the buses, has also facilitated other activities through providing transport to School of the Air sports meetings, and to PCAP music camps, computer courses, field study camps and summer schools.
- Demand for mini-buses continues to exceed supply in both areas. In the south-west, Local Advisory Committees in Cunnamulla, Roma, and more recently Thargomindah, have continually campaigned for additional vehicles.
- In the Central Area, where no subsidised coach is available (see Project Profile No. 16), there is a growing demand for vehicles with increased seating capacity.
- The need for casual bus-drivers to collect and return vehicles has, on occasion, caused minor problems in both areas, as has the lack of service and maintenance facilities in some of the smaller centres.
- The diesel powered vehicles are proving more economical than their petrol-driven predecessors.



# PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 16

August 1980

**Project Title:** Subsidised Coach.  
**Location:** South-West Priority Country Area.  
**Contact:** Regional Director, South-West Regional Education Office, P.O. Box 456, Roma, Q. 4455.  
**Budget:** 1980/81, No figure available owing to new contractual arrangements.  
**Type of Project:** Provision of subsidised coach travel for country schools.  
**Personnel:** None directly employed, but see below.

## DESCRIPTION

- Purpose:**
- To assist schools and parents in providing country children with a range of educational/recreational/social experiences dependent upon increased mobility.
- Background:**
- Through a contract with a local hire company an air-conditioned 49-seater coach was first made available to schools in the South-West Priority Area in September 1978.
  - Under the original contract, the charge per kilometre was 80 cents, of which schools paid 20 cents and the balance of 60 cents was met by the PCAP subsidy.
  - During 1979 the contract price was increased to \$1.20 per kilometre, with schools paying 30 cents and PCAP paying the balance.
  - Bookings and accounts have been handled by the South-West Regional Education Office, Roma. When school bookings have coincided, the hirer has provided additional coaches, as necessary, at the agreed rates.
- Operations:**
- During the financial year 1978/79 the subsidised coach was used by 12 (31 per cent) of the 39 schools in the south-west.
  - Seventy-eight per cent of the total of 30 403 km was for visits outside the South-West area and the places most frequently visited were the coast, Toowoomba and Brisbane.
  - Greater use was made of the coach by larger schools, and 44 per cent of the total use was by the four high schools in the south-west.
  - The Roma Area Band and the South-West Queensland Sports Association were responsible for 13 per cent of the total use, and transporting students to the PCAP Talented Childrens Camp at Tallebudgera accounted for a further 14 per cent.
  - Since many excursions are multi-purpose, no very specific breakdown of emphasis is possible. Schools are generally agreed, however, that the proportion of use for curriculum/vocational purposes is approximately equal to the sporting/recreational use.
  - Increasing awareness of the potential of this facility resulted in greatly increased use during 1979/80, and the total distance covered rose to 68 000 kilometres.

- During 1980, a further change in the subsidy arrangements, associated with a new hire contract, is envisaged. Under the new arrangements schools will pay a flat rate of \$200 for each excursion and this will cover travel from the school to Toowoomba and return, or an equivalent distance in any other direction. Beyond that distance schools will pay the full charter rate of 73 cents per kilometre.

**Evaluation:** • No formal evaluation report has been published, but an informal study was completed in July 1979 and forms the basis of much of the information in this profile.

**Comment:** • Because it can accommodate larger groups and is more suitable for longer journeys, the subsidised coach is seen as complementing the service provided by the mini-buses.

• The extensive use of the coach during 1979/80 gives some indication of the demand for this type of facility on the part of schools.

• All feedback suggests that this initiative has been very well received by schools and parents.



# PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 17

August 1980

**Project Title:** Technical Maintenance Officers  
**Location:** South-West and Central Priority Country Areas  
**Contact:** PCAP Regional Co-Ordinators  
– South-West: P.O. Box 47, Charleville, Q. 4470  
– Central: P.O. Box 524, Rockhampton, Q. 4700  
**Budget:** 1979/80, \$43 000  
**Type of Project:** Piloting a maintenance service for audio-visual equipment in country schools.  
**Personnel:** Two suitably qualified technical maintenance officers.

## DESCRIPTION

- Purpose:**
- To overcome the difficulties faced by schools in the maintenance and repair of audio-visual equipment.
- Background:**
- The first two maintenance officers were appointed in May 1978 and underwent four weeks orientation training in Brisbane.
  - Field operations commenced in June 1978, with one officer based in Charleville and one in Emerald. Following the resignation of the Central Area officer later in the year, his replacement was based in Rockhampton.
  - Each officer is supplied with a panel van, a range of specialist equipment and simple workshop facilities at base.
  - The full cost of providing the service is met from PCAP funds, although schools may have to pay for more expensive spare parts for equipment not originally supplied by PCAP.
- Operations:**
- Through a planned itinerary of visits, these officers are able to offer country schools a comprehensive maintenance service covering most items of audio-visual equipment.
  - This obviates the problem of transporting delicate electronic equipment to distant service centres and thus reduces 'out of action' time.
  - In addition to the regular itinerary, an emergency service is provided, on demand, to cope with breakdowns of important equipment.
  - During visits, the technical expertise of these officers is available to school staff for advice on the selection, use and treatment of equipment.
  - Through keeping video equipment in working order, the service has enabled schools to make maximum use of the Roctapus television series (see Project Profile No. 3).
  - Between them these officers service some 80 schools (approximately 40 each), with a total enrolment exceeding 10 000 pupils.
  - The 80 schools are dispersed over a total area exceeding 450 000 km<sup>2</sup> and, on average, each school can expect to receive three or four visits each year.

- The potential advantage of providing Technical Maintenance Officers with more sophisticated workshop facilities is currently being trialled in Rockhampton.
- During 1980, the panel vans used for this service are being air-conditioned to protect the sophisticated electronic equipment which is carried.

**Evaluation:** • No formal evaluation of the service has been completed. The information in this profile is based upon progress reports supplied by the Technical Maintenance Officers, discussions with those officers and other PCAP field staff, and feedback from schools and local advisory committees.

**Comment:** • All feedback suggests that the service has been very well received by schools and has had a positive impact on the maintenance of audio-visual equipment.

• Many schools have expressed the opinion that, for them, this has been one of the most useful PCAP initiatives.

• The present level of service appears to be generally adequate to meet the needs of the areas.

• The importance of suitably qualified and resourceful officers has been demonstrated.

• The provision of an 'on demand service' and a growing awareness of this service by the remoter schools has led to improved effectiveness.



# PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 18

August 1980

**Project Title:** Itinerant Secondary Remedial Resource Teacher Service.

**Location:** Central Priority Country Area.

**Contact:** Regional Co-Ordinator, Priority Country Area Program, P.O. Box 524, Rockhampton, Q. 4700 Telephone (079) 272 889.

**Budget:** 1980/81, \$22 500 (est.)

**Type of Project:** Piloting a resource teacher service for country schools with secondary departments.

**Personnel:** One registered, secondary teacher.

## DESCRIPTION

- Purpose:**
- To provide an itinerant remedial/resource service to assist students and teachers in secondary departments of schools in the Central Priority Country Area.
- Background:**
- This service was commenced at the beginning of the 1979 school year, by a teacher released from the staff of the Mobile Classroom (see Project Profile No. 4).
  - The teacher concerned was a trained secondary teacher, with a degree in Arts and several years teaching experience, who had successfully completed the first semester of the Secondary Resource Teacher Course offered by Kelvin Grove College of Advanced Education.
  - The teacher operated out of Clermont and supplied her own vehicle at the usual rates of reimbursement.
- Operations:**
- The itinerant resource teacher provided a service to the secondary departments of four schools, located in Alpha, Clermont, Dysart and Springsure.
  - She commenced field operations in February 1979 by spending a week in each school to identify students 'at risk' and hold discussions with staff. This operation was carried out in close liaison with the Regional Guidance Office.
  - As a result, she identified some 46 students (13 per cent of the total secondary enrolment) in need of assistance.
  - Having identified needs, the teacher then worked on a four-week cycle, spending one week in each school, on a rotational basis.
  - She has also organised in-service seminars for teachers and made periodical visits to the Regional Guidance Office in Rockhampton.
  - She distributed her time as follows: 40 per cent with students, 35 per cent with class teachers, 5 per cent with principals and 20 per cent personal preparation and development.
  - Although her itinerary was designed to minimise time spent in travel, the itinerant teacher nevertheless covered, on average, more than 1200 km in each four-week cycle.

- PCAP financial support for the purchase of resource materials has been supplemented by parents and citizens associations.
- The service was temporarily discontinued in October 1979 when the first itinerant accepted a position with the State Department of Education. A suitable replacement has recently been appointed.

**Evaluation:**

- A formal study of this service was undertaken during 1979 and will appear as Report No. 5 in the PCAP Evaluation Series. The information and comment in this profile are based largely on that report.

**Comment:**

- During its eight months of operation the service was well received by students, teachers and parents, and positively evaluated by principals and the External Evaluation Consultant.
- The limited amount of re-testing possible in the short period of operations indicated positive student gains in Reading Age.
- A program of four 5-week cycles per semester would give each school one visit of two weeks duration, on a rotational basis, thus increasing impact.
- The provision of a PCAP vehicle for the use of the itinerant teacher would avoid the maintenance problems and the out-of-pocket expenses experienced by the first itinerant. Past experience indicates that the sharing of vehicles by PCAP staff with disparate responsibilities has generally proved counter-productive.
- Because of the special attributes and qualities needed by the itinerant resource teacher, problems of continuity can be anticipated if frequent replacement is necessary.



# PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 19

December 1980

**Project Title:** *The Souwester* – Regional Newspaper  
**Location:** South-West Priority Country Area  
**Contact:** Regional Director, South-West Regional Education Office, PO Box 456, Roma, Q 4455. Tel.: (074) 222 233  
**Budget:** 1979/80, \$13 500  
**Type of Project:** Piloting the publication and distribution of a regional, educational newspaper.  
**Personnel:** None directly employed – see below

## DESCRIPTION

- Purpose:**
- To stimulate public interest in education in the South-West Region through improved communication.
- Background:**
- In 1979, following a submission from the South-West Regional Director, PCAP funded the establishment and running costs of a monthly regional newspaper.
  - Voluntary collection and distribution agents were established in schools in the PCAP and fringe areas.
  - The budget of \$13 500 for 1979/80 included publishing and circulation costs, and editing fees, with a 10 percent increase envisaged for 1980/81.
  - In 1979, 8000 copies of *The Souwester* were distributed, free of charge to schools in the South-West Region.
- Operations:**
- The major functions of *The Souwester* were to:
    - (a) involve the community in education by improving communications;
    - (b) publicise educational initiatives in the region;
    - (c) provide a forum for discussion concerning educational issues; and
    - (d) notify the community of important dates and events in the education calendar.
  - An Editorial Board, consisting of the Regional Director and local school staff met in Roma, twice a month, to write, review and edit material for each edition.
  - The content and layout was finalised by an Editor-in-Chief in Toowoomba before printing.
  - The paper aimed to provide eight printed pages of articles and photographs of a high standard and drew on mainly regional educational news, features and regular columns for content. Community contributions, especially those emphasising positive aspects of education, were encouraged.
  - The general pattern of distribution has been through schools in major regional centres and through Regional Office mailing services in the case of more isolated schools. This assistance from schools has helped contain circulation costs.

- Evaluation:**
- No formal evaluation study of *The Souwester* has been conducted and the comments below are based on informal feedback and public response to 'Popularity Polls' run in the February 1979 and July 1980 editions of the paper.
- Comments:**
- The regional newspaper has been well received throughout the South-West region and has proved of interest to PCAP staff, teachers in State and non-State schools, parents and the general public.
  - It has reflected an innovative approach to communication between the Regional Office, PCAP, schools and the communities they serve.
  - It has regularly and successfully publicised PCAP initiatives in the South-West region, although there are some indications that not all readers have realised that the newspaper itself was PCAP sponsored.
  - Audience feedback through opinion polls rated the paper as informative and interesting and many respondents offered suggestions for improving the service.
  - Despite unreserved appreciation of the quality and efficacy of the newspaper it has been accorded secondary priority by the Regional Committee in its funding for 1981 so publication of *The Souwester* has been discontinued.
  - Local Advisory Committees have suggested that the proven need for this type of communication structure might be met through established local radio and newspaper services.



# PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 20

October 1980

**Project Title:** Cunnamulla Teacher Aides  
**Location:** South-West Priority Country Area – Cunnamulla  
**Contact:** Regional Director, South-West Regional Education Office, PO Box 456, Roma, Q 4455. Tel.: (074) 222 233  
**Budget:** \$12 500, 1979/80  
**Type of Project:** Provision of teacher aides for a remedial centre.  
**Personnel:** Two full-time teacher aides

## DESCRIPTION

- Purpose:**
- To promote the effectiveness of the remedial programs of two Cunnamulla primary schools.
- Background:**
- In October 1977, PCAP funding was approved for employment of two teacher aides to work in the remedial programs of the Cunnamulla State School and the Sacred Heart Convent, Cunnamulla.
  - The budget refers to the salaries of two regular teacher aides employed for 30 hours per school week.
  - The appointment of an Aboriginal as one of the aides was significant in view of the high proportion of Aboriginal children (60 percent) involved in the program.
- Operations:**
- Both aides work as assistants to teachers conducting remedial education programs.
  - Office duties include handling correspondence and maintaining class rolls and records.
  - The aides prepare teaching and testing materials and organise equipment.
  - They also assist the teachers during their remedial sessions with pupils.
  - Some division of duties relates to the particular aptitudes of the aides.
- Evaluation:**
- No formal evaluation study of the teacher aides has been conducted. Comments below refer to feedback from the Local Advisory Committee and school staff through their annual evaluative reports and submissions for funding.
- Comments:**
- These comprehensive Local Advisory Committee reports define the role of the aides and evaluate their effectiveness in the remedial program of the schools. Reports on file reveal extremely positive feedback on this service.
  - The staff has indicated its appreciation of the degree of involvement shown by the aides in maintaining program effectiveness and continuity.
  - The provision of aides has permitted expansion of the remedial program to cater for more children by increasing staff-pupil ratios.
  - Teacher-child contact has been increased as a result of the aides' assistance with preparation and office duties.

- Valuable insight into pupils' home backgrounds has been gained through teacher aide contact with the children's families.
- In view of the ongoing and specifically remedial nature of this provision, efforts are being made to seek alternative support from the Special Programs Schools fund during 1981.



# PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 21

November 1980

**Project Title:** Summer Schools  
**Location:** Central Priority Country Area – Rockhampton, Charters Towers  
**Contact:** Regional Co-ordinator, PCAP, PO Box 524, Rockhampton, Q 4700. Tel.: (079) 272 889  
**Budget:** \$18 000, 1979/80  
**Type of Project:** Piloting a series of residential summer schools for correspondence pupils and those attending small, remote schools in the Central PCAP area.  
**Personnel:** Temporary deployment of PCAP and Education Department staff (see below)

## DESCRIPTION

- Purpose:**
- To enrich the education of primary correspondence pupils and pupils from remote schools through a shared learning experience.
  - To provide these pupils with opportunities for group learning, socialisation and recreation activities.
  - To facilitate the diagnosis of learning problems and the provision of appropriate assistance to overcome such problems.
- Background:**
- The Summer Schools were designed to cater for pupils from remote State and non-State schools, and for correspondence students with varied backgrounds.
  - In particular, the Schools provide a unifying experience for correspondence pupils, some of whom attend the PCAP Mobile Classroom (see Project Profile Number 4), some of whom are enrolled with the School of the Air (SOTA – Charleville or Cairns) and some of whom are involved with both or neither of these supplementary services.
  - The Summer Schools were originally proposed to develop the concept of Distance Education to include group experiences for isolated children.
  - The first school, conducted at the Rockhampton Boys Grammar School in 1977, was designed to familiarise children with a boarding school environment and to involve them in new and varied educational activities.
  - This venue was used for subsequent schools in 1978 and 1979, run concurrently with schools at Blackthorn College, Charters Towers.
  - The budget figure quoted for 1979/80 covers the transport and accommodation costs of staff and school-age children for both 1979 schools, and also refers to costs of resource materials, equipment hire, domestic expenses and payment of support staff. It does not include the salaries of PCAP and Education Department personnel.

- Operations:**
- The principal components of the Summer Schools are:
    - (a) the structuring of formal and informal learning situations directed at group involvement in multi-level classes;
    - (b) the provision of socialising experiences through collective activities;
    - (c) the diagnosis and assessment of pupil learning difficulties by remedial personnel from the Isolated Children's Special Education Unit (ICSEU);
    - (d) community involvement through guest speakers, excursions etc; and
    - (e) specialist instruction in areas such as drama, music and swimming by resource personnel.
 Preliminary organisation is undertaken by the Regional Co-ordinator and staff planning sessions are conducted on the first day of the 10-day school.
  - On subsequent days, a six hour program of formal teacher/child contact is developed around regular curriculum studies in a 'classroom' setting, with emphasis given to creative and expressive activities. Afternoons and evenings are devoted to recreation and cultural enrichment.
  - Normal school facilities are available at each venue in addition to residential accommodation and full catering and laundry services. PCAP Resource Kit equipment (see Project Profile Number 29) has proved of value in recreational activities.
  - The schools are organised and staffed primarily by PCAP personnel with assistance from locally based teachers, the Primary Correspondence School (PCS), the Schools of the Air and ICSEU. Resident supervisors are assisted by parents who are fully involved in programmed activities and contact sessions with staff and other parents in organised Home Supervisor seminars.
  - Performance records are maintained and brief reports sent to parents and teachers of pupils.
  - Figures for the Rockhampton 1978 Summer School can be quoted as typical for the five Summer Schools conducted to date. Eighty-five pupils (53 per cent of whom were PCS pupils) attended with 11 teaching staff assisted by three supervisory staff and five resident parents. Twenty-one of the PCS pupils had attended the Mobile Classroom. Eight of the 40 students from small schools were from non-State schools.
  - A 'Talented Students Camp' catering for 20 secondary pupils of above average ability was conducted in conjunction with the 1979 Rockhampton Summer School (see Project Profile Number 11). The Rockhampton school, planned for December 1980, will again be associated with such a camp.
- Evaluation:**
- No formal evaluation report has been compiled on the Summer School initiative and comments below relate to informal feedback from participants and from principals' reports.
- Comments:**
- Correspondence on file suggests unqualified support for Summer Schools from participating families.
  - Informal surveys have been conducted involving the staff attending each of the Summer Schools. Responses to these have assessed the schools as valuable for teaching, remediation and for group socialising experiences.
  - Teachers have had direct influence on improved effectiveness of Summer School programs through the implementation of ideas arising from this feedback and from communications with parents and pupils.
  - The schools have successfully catered for a balanced representation from the intended target population.
  - For 1980, the Primary Correspondence School has assumed responsibility for the Charters Towers Summer School, successfully trialled by PCAP during 1978 and 1979. This will facilitate attendance by pupils from outside the PCAP areas.



# PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 22

October 1980

**Project Title:** Updating School Libraries  
**Location:** South-West and Central Priority Country Areas  
**Contact:** The Supervisor, Library and Resource Services,  
Red Comb House, 190 Roma Street, Brisbane,  
Q 4000. Tel.: (07) 224 0616  
**Budget:** \$123 000 – Total to date  
**Type of Project:** Provision of funds for the upgrading of school  
libraries.  
**Personnel:** None directly employed – see below.

## DESCRIPTION

- Purpose:**
- To upgrade the library collections of schools in the PCAP areas to an interim standard bookstock appropriate to school enrolment.
- Background:**
- An Education Department initiative, introduced in 1977 by the Division of Planning and Services, was specifically designed to increase bookstocks in school libraries known, from the 1977 Survey of Library Resources, to require upgrading in that respect.
  - A 'current interim standard', based on the logarithmic curve
$$y = 35 - 10 \log x$$
where  $y$  = books per child and  $x$  = enrolment, was proposed as the minimum standard for all school library bookstocks.
  - PCAP made library upgrading funds available to schools in the South-West (1977) and Central (1978) Priority Country Areas, whose library collections fell short of this interim standard.
  - These funds were administered in conjunction with the existing Grants In Aid of School Libraries and were intended to accelerate the upgrading of bookstocks in remote schools.
  - School libraries in both areas have been brought up to the current minimum interim standard.
  - Of the budget figure quoted, \$39 000 has been spent upgrading 13 school libraries in the Central area and \$84 000 in 30 schools in the South-West region. The total represents moneys allocated in grants only, as the initiative was implemented by staff already employed in Library and Resource Services of the Department of Education.
- Operations:**
- State and non-State primary and secondary schools in the PCAP regions, whose library stocks were revealed in the 1974 census (South-West region) and the 1977 census (Central region) to have fallen below the interim minimum standard, were advised of PCAP grants available for their use.
  - Administration of the funds was similar to that of Developmental Grants where moneys were credited directly to the Library Account of the school.

- Schools were advised to consult Regional Library Advisors and lists of books and periodicals recommended for student use, before submitting titles to Library and Resource Services for approval and payment of claims.
- Funds were also made available to Charleville School of the Air and the PCAP Mobile Field Study Unit (see Project Profile Number 6), based in the South-West area.

**Evaluation:**

- No formal evaluation of the initiative has been conducted and comments below refer to feedback from the participating schools and Library and Resource Services personnel.

**Comments:**

- The response of schools to the provision of library upgrading funds has resulted in almost all school libraries in the South-West and Central PCAP regions being brought up to the minimum interim standard for enrolment.
- Schools have expressed appreciation of the funding but some need was felt for processing, audio-visual and furniture allowances, and more planning time to adequately cope with new stocks.
- In view of the specific needs of children attending remote schools, there may be a case for upgrading these school libraries to a standard higher than the minimum standard to compensate for factors such as isolation and the impracticality of resource sharing with other schools and community libraries.
- With respect to the limited time available to schools to use the grants, the services of experienced Library Advisors greatly facilitated profitable spending of funds.
- The Education Department's Library and Resource Services supplied extra staffing to meet the increased cataloguing requirements of one secondary school receiving bulk purchases of books.



# PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 23

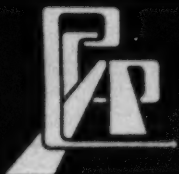
October 1980

**Project Title:** Regional Home Centre, Roma  
**Location:** South-West Priority Country Area – Roma  
**Contact:** Regional Director, South-West Regional Education  
Office, PO Box 456, Roma, Q 4455. Tel.:  
(074) 222 233  
\$52 000 – Total to date  
**Type of Project:** Provision of home economics facilities for  
school and community use, and of a venue for  
general use by local organisations.  
**Personnel:** None directly employed – see below

## DESCRIPTION

- Purpose:**
- To provide facilities for Roma students and community groups to develop a range of home care and maintenance skills (home enrichment) and crafts.
  - To provide a base for students undertaking correspondence courses in home economics.
- Background:**
- In December 1978 PCAP allocated funds for the remodelling of an existing school building at St Johns High School to accommodate expansion of the school home economics program and the implementation of a community home enrichment scheme.
  - By establishing the Home Centre, in consultation with experienced home economics personnel, a program of home enrichment, leisure and hobby experiences was developed for children and adults.
  - The Centre was designed for day, evening, weekend and vacation use catering for home economics students, local groups and parents.
  - Of the total expenditure (\$52 000), \$27 000 was spent in renovations as the first phase of the initiative, with \$25 000 allocated for furnishings and equipment in the second phase.
  - The Centre was officially opened in July 1979.
  - Residential accommodation for weekend and vacation workshops can be provided in the building itself or in an adjacent student hostel, at the convent school.
- Operations:**
- The Home Centre consists of a modern kitchen, sewing room, fitting room, laundry, bedroom, living areas, a spinning and weaving room with a pottery area under the building.
  - It is geared to act as a base for students enrolled in correspondence home economics courses, and presently provides facilities for local students to extend their range of home care skills.
  - Homecraft and art/craft sessions are conducted at primary and secondary level.
  - Parent meetings and community social functions are regularly staged at the Centre.
  - The building is situated adjacent to the Regional Music Centre (see Project Profile Number 24).

- Evaluation:**
- The comments below are based on informal feedback through the Principal's Report on the functions of the Home Centre and through discussions with PCAP and regional staff.
- Comments:**
- The Centre is used primarily for secondary home economics students and upper primary pupils from St John's School.
  - The area has proved useful for school recreational activities and a variety of community meetings and functions.
  - With the above functions successfully realised, further efforts may be indicated to maximise the potential use of the Centre by local schools and community groups, and by correspondence home economics students, perhaps through the appointment of a suitable liaison person.



# PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 24

October 1980

**Project Title:** Regional Music Centre, Roma  
**Location:** South-West Priority Country Area – Roma  
**Contact:** The Teacher-in-Charge, Regional Music Centre,  
174 McDowall Street, Roma, Q 4455. Tel.:  
(074) 221 470  
**Budget:** \$13 000 – Total to date  
**Type of Project:** Provision of Music Centre resources and  
facilities for staff, school and district use.  
**Personnel:** Full-time teacher aide funded under the  
Instrumental Music Teaching Program

## DESCRIPTION

- Purpose:**
- To establish an administrative base for the Regional Instrumental Music Program Unit (see Project Profile Number 8).
  - To provide equipment storage and rehearsal space for school and local bands, and to house a music library.
  - To provide office/work areas for staff instructors.
- Background:**
- In December 1978 PCAP funding was approved for renovations to an existing school building to meet the requirements of a Music Centre for use by school and district bands.
  - A capital outlay of \$13 000 was spent on remodelling and furnishings for the building, centrally located at St John's High School, Roma, and already in use by local bands.
  - A full-time teacher aide is employed at the Centre for 30 hours per week and is funded by PCAP under the Instrumental Music Teaching Program.
  - The building is adjacent to the Regional Home Centre (see Project Profile Number 23) and the two centres were officially opened in July 1979.
- Operations:**
- The venue now provides equipment storage areas and adequate rehearsal space for 100 band members and has suitable areas for small group tutorials, individual practice, informal concerts and the housing of a music library.
  - The PCAP Instrumental Music Program Unit operates its music teaching service from the centre.
  - The Music Centre has provided a base for the teacher aide whose duties include typing, duplicating, ordering music supplies, distribution and stock control of instruments and materials, the production of a newsletter, the establishment and running of the music library, and collection and dispatch of mail.
  - Co-ordination of a regional music program extending to 65 adults and 450 children in surrounding areas is made possible through the functions of the Centre.

- Evaluation:**
- A formal evaluation of the Instrumental Music Teaching Program currently being conducted by the PCAP Evaluation Consultant will include a review of the Centre's operations. The comments below refer to informal feedback from local schools and PCAP personnel.
- Comments:**
- The establishment of a Music Centre has consolidated the regional effectiveness of the Instrumental Music Teaching Program.
  - The Music Centre acts as a co-ordinating base for joint music ventures involving primary and secondary students from State and non-State schools.
  - Through providing suitable storage, and rehearsal areas, and some tutorial space, the Centre has enhanced the potential of musical instruction in the South-West Priority Country Area.
  - All feedback suggests that the original purposes for which the Centre was established have been successfully accomplished.
  - The Music Councils, which raise funds for the Regional Music Program, have also assisted in financing additional building improvements at the Centre.



# PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 25

November 1980

**Project Title:** Speech Therapy Service  
**Location:** Central Priority Country Area  
**Contact:** Regional Co-ordinator, PCAP, PO Box 524,  
Rockhampton, Q 4700. Tel.: (079) 272 889  
**Budget:** \$12 000, 1979/80 see below  
**Type of Project:** Piloting an itinerant speech therapy service for  
correspondence and remote school pupils.  
**Personnel:** One qualified speech therapist

## DESCRIPTION

- Purpose:**
- To assist teachers and home supervisors in the detection and remediation of speech disorders in primary and secondary age pupils.
- Background:**
- The service commenced in May 1980 with the appointment of a speech therapist and the establishment of a base at Emerald State School.
  - The initiative was foreshadowed by earlier proposals from PCAP and Special Education Unit personnel for a regionally based speech therapy program.
  - The therapist works under the direction of the Central Committee in close liaison with School Health Services (Rockhampton) and the Isolated Children's Special Education Unit (ICSEU) in Brisbane (see Project Profile Number 5).
  - An air-conditioned station wagon with 'Country Pack' has been supplied for the service, in line with standard PCAP policy.
  - The budget allocation of \$12 000 for 1979/80 includes a capital element of \$8000 for vehicle purchase, and a salary component for the first months of operation.
  - Allowing for capital depreciation, the annual cost of the service is currently estimated at \$20 000.
  - Reimbursement of fuel and transport costs is available through the Department to parents bringing children to a centre for assessment.
- Operations:**
- Pupil assessment and parent interviews are conducted at primary and secondary State and non-State schools and at six mobile classroom sites (see Project Profile Number 4).
  - The therapist operates on a regular itinerary circuit with weekly contact sessions of half to full day duration at four schools and fortnightly/monthly visits to nine other schools.
  - The therapist presently works two days at base and three days on itineraries. She travels, on average, 2000 km per month.
  - Assistance has ranged from assessment and referral to practical therapy for articulation and syntactic disorders.
  - Materials specifically designed for this type of remediation were developed by speech therapy personnel under a previous PCAP scheme (see Project Profile Number 5) and are now utilised in the Central Region service.

- The major thrust of the service is the regular contact it provides with children under remediation. Since the number of children diagnosed as needing speech therapy vastly exceeds the ideal case load of 35 pupils, a correspondence component of the service is involved, and group therapy sessions are conducted.

**Evaluation:** • The following comments are based on reports to the Central Committee from PCAP personnel and informal feedback from school staff. To date no formal evaluation of the service has been undertaken.

**Comments:**

- During its first six months of operation the service has been positively evaluated by the Regional Co-ordinator and teachers and parents of children benefiting from the program.
- Reports tabled at Regional Committee meetings have outlined the extensive need for such a service in the area (291 candidates referred to ICSEU in 1979).
- Because of this perceived level of need, alternative strategies may be indicated to maintain an effective level of contact between the therapist and participating families.
- Relevant literature searches, undertaken by the PCAP Librarian (see Project Profile Number 5), concerning the possibility of using telephone communication for instruction and motivation have revealed the potential value of this kind of contact.
- Personnel involved are attempting to develop the itinerant service in the light of experience gained from a previous PCAP Speech Therapy Service, operating from ICSEU (see Project Profile Number 5).



# PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 26

November 1980

**Project Title:** Outback Mobile Teaching Service (OMTS)  
**Location:** North-West Priority Country Area  
**Contact:** Regional Co-ordinator, PCAP, Longreach State School, PO Box 250, Longreach, Q 4730.  
Tel.: Longreach 830  
**Budget:** \$88 000, 1980/81  
**Type of Project:** Developing a service to assist with education by correspondence and in remote schools.  
**Personnel:** Four registered primary teachers

## DESCRIPTION

- Purpose:**
- To assist home supervisors with the education of primary correspondence pupils, in conjunction with the School of the Air (SOTA) and the Primary Correspondence School (PCS).
  - To provide professional contact, advisory and resource services to teachers in remote schools.
- Background:**
- Following the declaration of the North-West Priority Country Area, an itinerant teacher service was introduced to the region in April 1980.
  - A regional co-ordinator was appointed to implement the project and to direct the activities of the teams.
  - One team, consisting of co-ordinator and fellow itinerant teacher, is based at Longreach and a second, two-member team works from Mt Isa.
  - Both teams organise home visits and activity days for correspondence pupils and maintain professional contact with teachers in remote schools.
  - The role of the OMTS teams is also designed to trial an integrated approach to distance education involving close co-operation with the SOTA and the potential use of air travel in appropriate circumstances.
  - Provision has been made for the hiring of light aircraft for strategic/emergency visits by the service with \$3500 allocated for this in the 1980/81 budget.
  - In common with all PCAP itinerant staff, OMTS teachers are employed, in the first instance, on temporary conditions of service. To overcome the problems of staff continuity (see Project Profile Number 1) the Department of Education now offers the possibility of permanent employment status in the State teaching service to itinerant staff after one year's service.
  - Both teams at present operate from bases in State schools in their respective centres.
  - Part-time administrative aides are employed for 10 and 20 hours respectively at the Mt Isa and Longreach bases.
  - Each team is now supplied with an air-conditioned four-wheel drive vehicle, fitted with a radio transceiver for emergency use and for communication in isolated areas where there are no telephones.

- The teams have developed a basic stock of educational and media materials for use during itineraries and as resources for other teachers.
- The budget figure represents the salaries of the teachers and aides, the cost of incidentals, materials and equipment, and travel allowances; \$20 000 of the figure was allocated for the purchase of the vehicles.
- Primary Correspondence enrolments in the North-West area (392 000 km<sup>2</sup>) total 148 pupils (95 families) of whom 101 receive School of the Air broadcasts.
- The smaller and more remote primary schools in the region are included in school visits. Mt Isa itself is not included in the Priority Country Area.

**Operations:**

- Principal components of the service are home and school visits and activity days in both regions and liaison with Mt Isa SOTA in the northern region.
- The teams have devised, in consultation with PCS and SOTA teachers, a standardised report form to maximise the diagnostic value of pupil/teacher contact. Comprehensive records are kept as part of an ongoing evaluation of the service. Children experiencing difficulties are referred to the Special Education Units in Longreach and Mt Isa and help is also available from the Isolated Children's Special Education Unit (ICSEU) (see Project Profile Number 5).
- The itinerant teachers offer advisory, resource and support services to teachers in small schools and help organise sports and activity days for the combined benefit of school and correspondence pupils.
- At present the teams spend alternate weeks 'at base' and on home and school visits. Teaching and contact time, both formal and informal with home supervisors and teachers accounts for up to 80 per cent of working hours during itineraries.
- The teams intend to make ROCTAPUS and other video programs (see Project Profile Number 3) available to correspondence families through home visit and activity day showings, when the necessary equipment is received.
- The Mt Isa team has worked closely with the SOTA, training as relief teachers and participating in home supervisor seminars, and sports/activity days.
- Valuable ideas exchange takes place between the staff of the OMTS and the Itinerant Teaching Service operating in the South-West Priority Country Area (see Project Profile Number 1).

**Evaluation:**

- No formal evaluation of the service has been conducted and comments below refer to informal feedback from the Regional Co-ordinator, Regional Committee reports and families involved in the scheme.

**Comments:**

- Progress reports to the Regional Committee reveal that 'to date' the teams have visited 125 correspondence pupils and 10 primary schools since the service commenced in June 1980, and have covered 18 000 km in seven shires.
- Two activity days, organised by the Mt Isa team, were enthusiastically supported by children and parents.
- Reactions to the OMTS have been extremely favourable and it appears to be fulfilling its major objectives of assisting correspondence pupils, home supervisors and teachers in remote schools.
- Basing the teams at local schools has resulted in beneficial contact with teaching staff and increased access to resources.
- OMTS staff rate their duties as both demanding and exhausting, but job satisfaction in general, is high.
- There are preliminary indications that the provision of an effective service may require some increase of existing staff ratios, particularly if over extension of the present teams is to be avoided.
- The flexibility possible by using time during 'at base' weeks for additional home visits where needed has proved advantageous.
- Experience suggests that the use of light aircraft may be both economical and effective in reaching certain of the more isolated families. Investigation of existing light aircraft movements has proved fruitful, with regular visits to one isolated child now possible through the generous co-operation of a Barcardine engineering firm.



# PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 27

November 1980

**Project Title:** Hydroponics  
**Location:** Central Priority Country Area, Bluff State School  
**Contact:** Central Regional Co-ordinator, Priority Country Area Program, PO Box 524, Rockhampton, Q 4700. Tel.: (079) 272 889  
**Budget:** \$900, 1979/80  
**Type of Project:** Funding a trial school-based hydroponics project.  
**Personnel:** None directly involved — see below

## DESCRIPTION

- Purpose:**
- To investigate the potential of school-based hydroponics projects through trialling at the Bluff State School.
- Background:**
- Approval was given, in 1979, for the sequential funding of hydroponics science projects to be trialled at Bluff State School.
  - The project aimed to foster, in children and parents, an interest in and knowledge of a variety of horticultural pursuits which would succeed in the difficult climatic conditions of the region.
  - The budget figure refers to cost of equipment, seeds and nutrients.
  - Voluntary efforts by teaching staff, parents and children in construction of the unit considerably reduced initial costs.
  - Other schools in the region have expressed interest in the project and one has applied for similar funding based on the results of the Bluff project.
- Operations:**
- The unit consists of a dual system of troughs with cycled nutrient solution feeding a wide variety of vegetable plants. It is housed in a shade-cloth greenhouse and requires periodic renewal of nutrients but otherwise minimal maintenance.
  - An August 1980 first crop sale of vegetables provided additional funds for running costs.
  - Efforts are made to incorporate conventional horticultural methods in the project — by way of comparative growth studies, and to integrate the subject areas of mathematics, social studies and language/arts with the science project.
- Evaluation:**
- The comments below relate to informal feedback through the PCAP Central Committee and the Principal's report.
- Comments:**
- Reports on the project tabled at Central Committee meetings assess the nature of the initiative as successful in terms of crops produced and experiences shared by children, staff and parents.
  - Interest shown by other schools reflects the successful nature of the project.
  - The Principal has proposed the production, by the end of the 1980 school year, of a handbook of information and procedures concerning hydroponic school farming, and distribution of this material would prove of value to others interested in establishing hydroponic units.



# PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 28

November 1980

**Project Title:** Video Recording/Library Service  
**Location:** Central Priority Country Area – Springsure State School  
**Contact:** Central Region Co-ordinator, Priority Country Area Program, PO Box 524, Rockhampton, Q 4700. Tel.: (079) 272 889  
**Budget:** \$3000, 1979/80  
**Type of Project:** Provision of funds for a school-based Video Recording/Library Service.  
**Personnel:** None directly employed – see below

## DESCRIPTION

- Purpose:**
- To make video tapes of educational programs available to remote schools.
- Background:**
- In 1979, PCAP made funds available for the establishment of a Video Copying Service based at Springsure State School, to supply isolated schools in the Central Priority Country Area with pre-taped ABC school broadcasts.
  - The service was initiated to augment existing hours of viewing from 2½ hours (minimum) to 11½ hours (maximum) per week in primary and secondary schools in the area with limited television reception.
  - All such schools had previously been supplied with JVC video monitors in conjunction with another PCAP initiative (see Project Profile Number 3 – Country Video Scheme/Roctapus), and the budget figure refers to the provision of a colour video recorder and a television monitor at the Springsure base.
  - Purchase and handling costs of the video tapes were met by participating schools.
- Operations:**
- Schools eligible to use the service supply a blank tape and details of the program to be recorded to the base one week before the broadcast.
  - Under copyright laws only ABC School Broadcasts can be taped and some of these are already supplied by Production Services Branch through the Remote Schools Videotape Scheme.
  - Teachers select programs relevant to curriculum needs or perceived to be of 'high interest' educational value, and these are recorded and lent to the school on a short term basis. The tapes are then available for use in other schools or are retaped.
- Evaluation:**
- No formal evaluation of the Video Recording and Library Service has been conducted and comments below relate to informal feedback from participating schools and Central Committee Reports.
- Comments:**
- Reports tabled at Central Committee meetings suggest that the Service is operating successfully and that participating schools are pleased with the high quality of the tapes available.
  - Interested parents have commended the scheme as complementing 'Roctapus' in providing additional cultural enrichment for children in isolated areas.



# PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 29

October 1980

**Project Title:** Resource Kits  
**Location:** South-West and Central Priority Country Areas  
**Contact:** PCAP Regional Co-ordinators  
– South-West: PO Box 47, Charleville, Q 4470  
– Central: PO Box 524, Rockhampton, Q 4700  
**Budget:** \$37 000 – Total to date  
**Type of Project:** Provision of Resource Kits for school and community use.  
**Personnel:** None directly employed – see below

## DESCRIPTION

- Purpose:**
- To enhance the cultural and recreational experiences of country children by making appropriate equipment available in self-contained kits.
- Background:**
- PCAP Recreation and Drama Resource personnel (see Project Profiles Numbers 10 and 12) have expressed the need for comprehensive 'do-it-yourself' resource kits to meet the needs of schools in Priority Country Areas.
  - In 1978 PCAP allocated \$25 000 for the design and purchase of five Recreation Kits for Roma, Cunnamulla, Charleville, Rockhampton, and St George, to be used under the direction of Local Advisory Committees and PCAP resource personnel.
  - The PCAP Recreation Officer designed the Recreation Kits to complement existing cultural and recreational activities and to stimulate further school and community involvement in such projects.
  - An amount of \$3000 was allocated for the purchase of two Drama Kits devised by the PCAP Drama Advisor.
  - Debating tapes were developed, at a cost of \$2500, as a joint project by PCAP, Production Services and the Queensland Debating Union to meet the needs of secondary age students in remote areas.
  - Funding was also approved for individual submissions from other centres for similar resource materials.
- Operations:**
- The Recreation Kits have physical education, art/craft and camping components. Types of kit equipment are listed below:
    - (a) - physical education – sporting equipment, balls, racquets, nets, fishing equipment, exercise bikes, gymnastic mats, etc.
    - (b) art/craft – materials for batik, macrame, copper enamelling, leatherwork, pottery, spinning, weaving, basketry and printmaking.
    - (c) camping – tents, sleeping bags, Primus cookers, lights, cooking utensils, folding furniture, etc. These kits provide a complete basic range of camping gear.
  - The physical education kit has been designed to supplement, not duplicate, equipment available in schools, and to serve approximately 40 children.

- Materials in the art/craft kit have been kept as simple and as versatile as possible to cater for varied activities.
- Two drama kits consisting of simple props and costumes, multiple copies of scripts for different levels, teacher reference handbooks, rostra blocks and lighting equipment are available for use by school and local groups for dramatic activities and small scale productions.
- Video-tape copies of an instructional teams debate are available for use in country seminars and for inclusion in secondary school libraries for teacher and student use. The tapes include sections on planning strategies for and analysis of the actual recorded debate and are supplemented by printed follow-up material issued by the State Education Department.
- Schools and local groups throughout the South-West Region apply through their Local Advisory Committees and PCAP contacts to use the Resource Kits on a short term loan basis.
- Kit material is also used by PCAP itinerant staff for activity days, mini-schools and summer schools (see Project Profiles, Numbers 1 and 21).
- In response to local needs in the Central Area, a different pattern of Resource Kit use is emerging with recreational equipment being of particular value for PCAP summer schools. The camping equipment is currently being incorporated into two Camping Kits complete with trailers, with additional funds made available for this purpose.

**Evaluation:** • Evaluative comments concerning the value of the Resource Kits have been made by Local Advisory Committees, school staff members and PCAP personnel.

**Comments:** • The Recreation Kits have been used extensively throughout the South-West Region by the PCAP Recreation Officer, and in conjunction with regional music camps (see Project Profile Number 8).

- They have provided a valuable resource for schools and community groups interested in following up or extending the activities of the Recreation Officer.
- The Drama Kits have fostered continued interest in drama activities in the region by providing 'starting point' ideas and materials to encourage creative experiences.
- The debating tapes are a valuable component of the Queensland Debating Union's educational service to rural areas.
- Some concern has been expressed regarding maintenance of the Kit equipment and its full utilisation in the absence of resource personnel.
- Components of the Central area based Recreation Kit have been effectively used in conjunction with PCAP summer schools and the development of the camping trailers will facilitate more extensive use of the camping equipment in the area.



# PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 30

November 1980

**Project Title:** Clarke Creek Remedial Resource Project  
**Location:** Central Priority Country Area  
**Contact:** Regional Co-ordinator, PCAP, PO Box 524,  
Rockhampton, Q 4700. Tel.: (079) 272 889  
**Budget:** \$3600, 1980/81 see below  
**Type of Project:** Funding of air travel for remedial teaching  
personnel.  
**Personnel:** None directly employed – see below

## DESCRIPTION

- Purpose:**
- To enhance the effectiveness of existing remedial services through the funding of air travel of remedial teachers to remote schools.
- Background:**
- Regional guidance personnel currently based in larger centres in the Central Priority Country Area offer remediation programs to children attending schools in the Clarke Creek area.
  - Some limitations are imposed on the continuity and frequency of visits to the more remote schools by the constraints of road travel.
  - In recognition of this need and in response to a submission from the Central Regional Committee, PCAP approved funds in late 1980 to cover air travel expenses of remedial teachers to isolated schools.
  - An amount of \$3600 has been allocated in the 1980/81 PCAP regional budget for hiring of a twin engined aircraft to carry four teachers on regular return trip itineraries from respective bases to four isolated schools.
  - The possibility of co-ordinating visits with scheduled Department of Education and Health Service flights is being considered as a cost reduction measure.
  - The project aims to maximise the effective use of time, resources and guidance personnel and to increase teacher/pupil contact time by reducing travel time.
- Operations:**
- Six trips are planned for 1981 in the January/July period, pending confirmation with Regional Guidance personnel, the schools involved and the airline operators. Aircraft hire for each return flight is \$600. A further six flights are to be arranged for the second part of the 1981 school year as funds become available.
  - The four teachers will be flown from their bases to their respective schools in the morning and collected for the return trip in the afternoon, on a regular monthly itinerary.
  - The service aims to facilitate the application of new and existing remedial programs in the four schools and to provide enrichment activities for children with above average abilities.
  - It will also provide more effective support services to teachers in these remote schools
- Evaluation:**
- The project was still in the planning stages when this profile was prepared. Operations will commence in 1981 with the normal provisions being made for monitoring project effectiveness and with reports to the Central Committee submitted on a regular basis.



# PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 31

December 1980

**Project Title:** Manual Arts by Correspondence  
**Location:** Brisbane  
**Contact:** The Supervisor, Secondary Correspondence School, 405 Montague Road, West End, Q 4101. Tel.: (07) 447 040  
**Budget:** \$9800 — Total to date  
**Type of Project:** Provision of funds for the design of correspondence manual arts materials.  
**Personnel:** One full-time teacher aide

## DESCRIPTION

- Purpose:**
- To assist the development of a manual arts course for secondary correspondence students by funding the initial design and production of materials.
- Background:**
- In response to requests from correspondence families for manual arts instruction in rural areas, the Secondary Correspondence School (SCS) proposed a course in manual arts for students undertaking secondary correspondence education.
  - In September 1979 PCAP approved funding to assist the development of multi-media instructional materials for correspondence students in PCAP areas.
  - Although the funding was made available primarily to facilitate the design of materials for these students, full-scale production of the materials by the SCS will, in due course, benefit students throughout the State.
  - On the basis of survey results obtained from over 100 parents, subjects with interest and applied value for students were selected for the course.
  - An SCS staff member, previously associated with the production of pre-workshop papers for the PCAP Mobile Arts Unit (see Project Profile Number 2), completed copy for the first three 'mini-courses' between January and August 1980.
  - The budget figure includes a \$5500 salary component for the full-time teacher aide employed at the SCS as a graphic artist for the course. Software and production costs are included in the figure.
  - The course will service 450 full-time school-aged secondary correspondence students and will be trialled in 1981.
- Operations:**
- The course involves a series of 'mini-courses' consisting of illustrated booklets, slide transparencies, and cassette tapes. A precedent had been set for this type of instruction by similar programs designed by the Department of Secondary Education to cater for local needs.
  - Course materials are to be produced (in consultation with experienced manual arts personnel) and dispatched by the SCS.

- Subject areas covered have a strong practical bias, based on the availability to students of facilities and equipment. Topics covered in the 'mini-courses' for 1981 are 'Firearm Safety', 'Arc Welding' and 'Oxy-Acetylene Welding'.
- The first of these will be offered to all students in 1981 with the courses in welding restricted to Years 11 and 12 due to safety considerations.
- Courses proposed for 1982 (to be written in 1981) include instruction in motor mechanics and care and maintenance of tools.

**Evaluation:** • The project is in the final stages of course preparation for the 1981 school year. Comments below refer to informal feedback from SCS and PCAP personnel.

**Comments:** • Production of materials for the course has progressed at a favourable rate through the combined efforts of SCS staff and the PCAP funded teacher aide.

• Costs have been considerably contained by the school-based production of materials.

• PCAP support, originally made available in 1979/80 for the establishment of the project, was extended a further 6 months to December 1980.

• Ongoing aspects of the project, to be funded by the Department of Education include development of new courses and future upgrading of existing programs as student skills develop.



# PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 32

December 1980

**Project Title:** Vocational Reference Centres  
**Location:** South-West and Central Priority Country Areas  
**Contact:** The General Secretary, Priority Country Area Program, PO Box 1605, Brisbane, Q 4001.  
Tel.: (07) 229 6689  
**Budget:** \$22 500 – Total to date  
**Type of Project:** Funding the establishment of Vocational Reference Centres in secondary schools and departments in PCAP areas.  
**Personnel:** None directly employed – see below

## DESCRIPTION

- Purpose:**
- To provide secondary pupils in the Priority Country Areas with ready access to careers materials to widen their choice of vocation.
- Background:**
- In December 1977 PCAP funding was approved for the establishment of nine Vocational Reference Centres in the South-West region at an estimated cost of \$14 000.
  - The Centres were designed to incorporate Vocational Guidance Kits of careers materials that were pupil and/or teacher directed.
  - Eight of the kits were established in the secondary schools and departments of the area with one kit retained by the Regional Co-ordinator to service parents, community organisations and small schools on a short-term loan basis.
  - Following the original piloting of the project in the South-West, additional PCAP funds (\$9500) were made available to extend the project to six secondary schools/departments in the Central area.
  - The budget refers to the cost of 15 kits of career information materials and equipment.
  - The pilot scheme was organised by the South-West PCAP Regional Co-ordinator in consultation with local principals and by personnel of the Department of Education Guidance Branch.
- Operations:**
- The career reference kits include career development programs for individuals and groups, college and university handbooks, video and audio cassettes, filmstrips, display boards and storage facilities.
  - Information materials are primarily geared for secondary age students of varying ability with an emphasis on visual and high interest content. The kits also include discussion materials suitable for use with primary pupils.
  - Audio-visual equipment required had previously been provided under the PCAP Country Video Scheme (see Project Profile Number 3).
  - The kits were designed to supplement career materials supplied to schools by Commonwealth agencies and the Departmental Guidance Branch.

- A Career Reference Catalogue (see Project Profile Number 14) developed in conjunction with the Vocational Reference materials, facilitates the location of career information at the Centres.
- Career programs are implemented at school level by teachers, with assistance available from regional guidance personnel.
- Teachers attended seminars conducted in both regions by the Guidance and Special Education Information offices and careers information advisory teachers.
- Correspondence pupils are notified of the availability of the materials by the Secondary Correspondence School.

**Evaluation:** • No formal evaluation of the project has been conducted and comments below refer to informal feedback from guidance and school personnel.

**Comments:**

- The scheme has been received enthusiastically by staff and pupils in the two regions.
- An emphasis on visual and high interest material has been assessed as a major factor contributing to the success of the kits for students of varying reading age and interest levels.
- Some concern has been expressed by guidance personnel about the continuity of school-based programs in view of staff turnover and a limited guidance advisory service.
- Some indications reflect a need for personnel backup to maximise the effective use of materials by school staff and students.
- Updating of career reference 'mini-libraries' in secondary schools and departments in the areas operates as an ongoing service of the Department of Education's Guidance Branch.